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ABSTRACT

The purpose of the six units in the seventh-ninth grade curriculum guide is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The activities are intended as enrichment to reinforce a regular social studies unit. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings. One 14-section unit is designated geography; two units, history; and two units, government; each of them, however, develops multiple skills and concepts and could, therefore, be used in any social studies class. The first one or two pages of each unit give the purpose, briefly describe the major activities, and suggest teaching procedures. A general information sheet provides teachers with background information on the occupation described in the unit. Teacher's keys provide answers to unit activities, except where students are asked to express their opinions. Student materials for major activities are provided. (Author/AJ)

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STUDIES
RESOURCE
GUIDE

GRADES 7-9

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BO-CEC

SOCIAL STUDIES

RESOURCE GUIDE

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THIS GUIDE IS ONE OF THREE
BO-CEC JUNIOR HIGH CURRICULUM
GUIDES:

- Social Studies Resource Guide
- Math Resource Guide
- English Resource Guide

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FOREWORD

The national Business and Office Career Education Curriculum project was funded for two years with Colorado State University by the Department of Health, Education, and Welfare to produce career education curriculum guides for middle and junior high schools. Other guides are being produced for K-6 grades and the secondary and post-secondary programs. The project monitor, representing the Department of Health, Education, and Welfare, is James H. Wykle.

Drafts of three guides have been prepared for middle and junior high schools: Social Studies Resource Guide, English Resource Guide, and Math Resource Guide.

The purpose of the units in each of the guides is to supplement, enrich, and reinforce the usual classroom instruction in English, mathematics, and social studies, and at the same time, introduce information about careers. Teachers are urged to add and delete activities or make any adaptations in the various units which will make them more effective in individual classrooms.

During the 1974-75 school year, the guides were made available to the following test sites for limited dissemination: Fulton County Georgia; Detroit, Michigan; East Detroit, Michigan; Western Michigan University, Kalamazoo; New Orleans, Louisiana; Plainfield, New Jersey; San Diego, California; Freemont, California; Sidney, Nebraska; Pueblo, Colorado; Cortez, Colorado; and Fort Collins, Colorado.

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TABLE OF CONTENTS

PAGE

Foreword i
Major Features of the BO-CEC Units iii
Organization of Units iv

RESOURCE UNITS

1 GEOGRAPHY: COULD YOU LIVE AND WORK IN A COUNTRY OTHER THAN YOUR OWN? 1, 49
Could You Live and Work in Argentina? 50
Could You Live and Work in Australia? 53
Could You Live and Work in Canada? 56
Could You Live and Work in Czechoslovakia? 59
Could You Live and Work in Germany? 62
Could You Live and Work in Hong Kong? 65
Could You Live and Work in Italy? 68
Could You Live and Work in Japan? 71
Could You Live and Work in Kenya? 74
Could You Live and Work in London? 77
Could You Live and Work in Norway? 80
Could You Live and Work in Pakistan? 83
Could You Live and Work in Russia? 86
Could You Live and Work in Tahiti? 89

Written by Celestine Mongo

2 HISTORY: USING THE VALUING PROCESS TO ANALYZE HISTORIC AND CONTEMPORARY PROBLEMS 92

Written by Jenne Garvey
Adapted for Classroom Use by Clyde Welter

3 HISTORY: WHAT CAN WE FIND OUT ABOUT A PLACE BY KNOWING WHAT PEOPLE DO THERE? 109

Written by Robert W. Richburg
Adapted for Classroom Use by Celestine Mongo

4 GOVERNMENT: A CITY COUNCIL SIMULATION 167

Written by Rick Mecagni and Ken Ogorzalek
Adapted for Classroom Use by Clyde Welter

5 GOVERNMENT: USING PRIMARY SOURCES TO EXPLORE WORK VALUES AND TO STUDY SOCIAL CONDITIONS IN TERMS OF PEOPLE AT WORK 195
Wall Street Journal Reprints 202
Transcripts of Taped Interviews as Recorded in _Working: People Talk About What They Do All Day and How They Feel About What They Do_ 237

Adapted for Classroom Use by Celestine Mongo and Harry Huffman

MAJOR FEATURES OF THE BO-CEC UNITS

The units in the BO-CEC Social Studies Resource Guide are designed to supplement, rather than replace, your regular instructional materials. The activities in the units are therefore enrichment materials that you can use as reinforcement exercises after you have taught a regular social studies unit.

Three major features of the BO-CEC Resource Guides that you should keep in mind are:

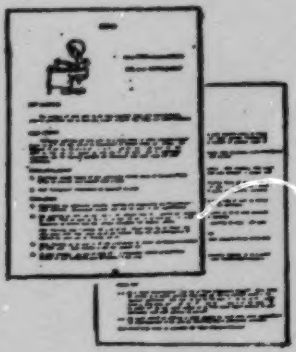
The resource units are to serve only as supplements to your regular social studies units. The units are not designed to be the primary teaching device for the subject areas with which they deal.

The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings (such as transportation, manufacturing, communications, and public service).

The resource units may be adapted to fit your special objectives. Because the units were developed for nationwide distribution, individual schools or school systems may need to modify the units to fit their local needs and objectives. Thus, the units have been designed so that activities may be added or deleted. *Local business and office teacher/coordinators can help you adapt any unit that does not meet your objectives. They can also help you develop additional career-related activities or units.*

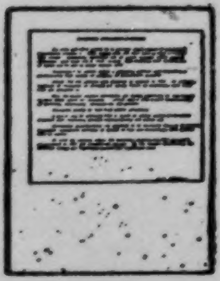
Each of the units in this Resource Guide may be used in any social studies class. Although they are designated as being "Geography," "History," and "Government" units, each of them deal with multiple skills and concepts and can therefore be used in any of these areas.

ORGANIZATION OF SOCIAL STUDIES UNITS



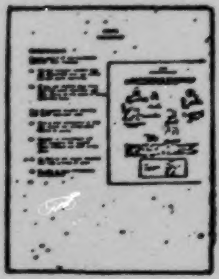
PURPOSE

The first one or two pages of each unit give the *purpose*, briefly describe the *major activities*, and suggest *procedures* to be followed *before class begins and during class.*



GENERAL INFORMATION

When included in a unit, the *General Information or Background Information* sheet provides teachers with information about the occupation described in the unit.



TEACHERS' KEYS

Teachers' Keys provide answers or suggested answers to unit exercises or activities. Some of the keys contain suggestions for discussion related to the exercise or activity. *When the questions on an activity sheet call for the students to express their opinion about a topic, no key is provided.*

STUDENT MATERIALS

Student materials for major activities are located at the end of each unit and are printed on white paper so that they can be reproduced easily.

COULD YOU LIVE AND WORK IN A COUNTRY OTHER THAN YOUR OWN?

—A GEOGRAPHY UNIT—

PURPOSE:

As students work through the 14 sections in this unit, they will be exposed to an equal number of job opportunities, and they will supplement information obtained from basic texts as they use travel guides, atlases, globes, encyclopedias, and other references as they seek answers to questions which may help them determine if they could live and work in each of the major regions of the world.

MAJOR ACTIVITIES:

Each section will provide students with an opportunity to:

1. Use one source of employment information--a newspaper ad--to learn something about the requirements for a specific occupation.
2. Find out which courses in high school will best prepare them for the job.
3. When the question is listed, convert the monetary unit of a country into US dollars.
4. Find the answers to questions about a location such as its climate, population, recreational facilities, etc.
5. On the basis of their findings, support statements as to whether or not they could live and work in a location.

PROCEDURES:

Before class begins:

1. Students should have some knowledge about the city or locality mentioned in a section.
2. Duplicate enough copies of a section so that each student will have an individual packet.
3. Study the suggested answers on the keys to the student activities. Because of frequent fluctuations in monetary values and in rates charged by hotels, taxis, buses, etc., you may need to obtain more current information.

PROCEDURES:

Before class begins: (Continued)

4. Have on hand sufficient reference materials for students' use. *(Please refer to the listing under "Purpose" on the previous page.)*

During class:

1. Distribute copies of the assigned section.
2. Discuss, with your students, the information on the introductory page of the student materials.
3. Have students work individually or in groups as they complete the exercises listed in the assigned section. *(A section may also be given as a library assignment.)*
4. Check and discuss answers. *(Inasmuch as many of the answers will vary, encourage student to share individual findings with the entire class. In addition to answers to the questions, encourage students to share any other interesting information which they may find about a specific locality.)*
5. Involve students in one or more of the optional activities listed below.

OPTIONAL ACTIVITIES:

1. CLASS DISCUSSION:

   Guide a class discussion as to other types of jobs students may find should they travel to the country or city mentioned in a section.

2. TRAVEL FOLDERS:

   You may want your students to collect, study, and display current travel folders.

3. MAP STUDY:

   Have students use markers on a large map to indicate the location of each of the 14 cities listed in this unit.

4. CHART:

   Students may want to construct a chart listing the monetary units of selected countries and the distances between major cities of the world.

5. CLASS INTERVIEW:

   So that your students may interview this person, invite a teacher, coordinator, or senior student from a local high school who can provide them with information as to the various offerings in business education of that school.

GENERAL INFORMATION ABOUT THE GEOGRAPHY UNIT

THE ADS:

The job announcements in the 14 sections of this unit were contrived from information contained in classified sections of foreign newspapers and from the Oxford, England Vacation-Work publication, The Directory of Overseas Summer Jobs.

THE QUESTIONS:

The questions in the box at the right of the ads are designed to help students focus their attention on some courses which they may take while in high school, on special terminology used in some of the ads, and on the U.S. dollar equivalent of the monetary units of various countries.

MAP STUDY:

To help them indicate the location of a city or island on the small map on the first page of a section, students may need to refer to a larger map in a basic text or in an atlas. This activity should help them to obtain some idea as to the distances between the cities in which they reside and some of the major cities of the world.

SPECIFIC QUESTIONS ABOUT THE FEATURES AND FACILITIES OF A LOCALITY:

As students use a variety of references to find the answers to the questions on the second and third pages of a section, they will have to select, from a wealth of information, a few items to enter on their answer sheets. It is assumed that what they select will be based on their individual interests; therefore, answers will vary.

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KEYS TO STUDENT ACTIVITIES

COULD YOU LIVE AND WORK IN ARGENTINA?

The following ad appeared in a recent issue of La Nacion. As you read it, underline the skills and personal characteristics which the employer expects of a customer relations director; then complete the form at the right.

CUSTOMER RELATIONS DIRECTOR

Argentine import-export company needs person to work in customer relations department.

Applicant must be able to work well with people and must be in constant contact with salesmen. Should also be a good typist to handle the necessary correspondence. Background in selling and personnel management helpful.

Salary according to qualifications and experience.

Contact: Personnel Consultant, Pego Import-Export Company, Cordoba 1060, Buenos Aires, Argentina.

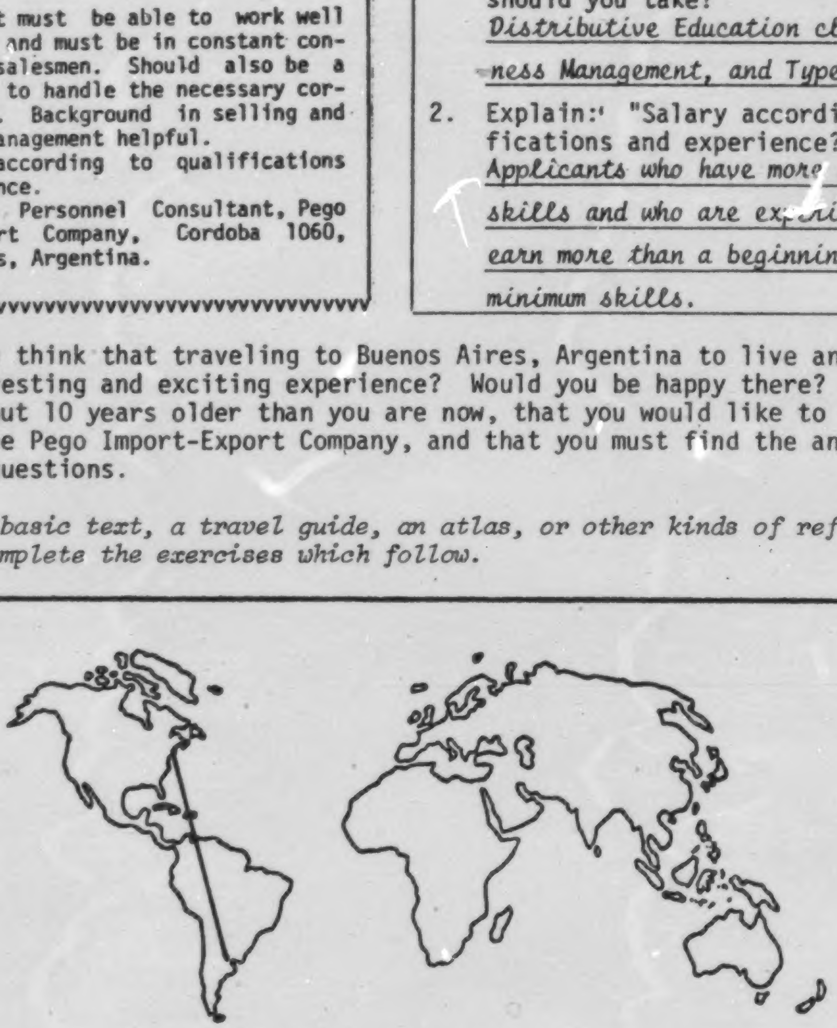
QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
Distributive Education classes, Business Management, and Typewriting

2. Explain: "Salary according to qualifications and experience?
Applicants who have more than minimum skills and who are experienced will earn more than a beginning worker with minimum skills.

Do you think that traveling to Buenos Aires, Argentina to live and work would be an interesting and exciting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you would like to apply for the job with the Pego Import-Export Company, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.



IN ARGENTINA, WHERE IS BUENOS AIRES?

Locate where you live in the United States and where Buenos Aires is in Argentina, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Buenos Aires, about how many miles would you travel? *From New York, 5,297 miles.*
2. How would you get there? *By ship or plane.*
3. How long will it take you to get there? *By ship, 19 days; by airplane, 10 3/4 hours.*

WHAT ABOUT THE CLIMATE?

1. What should you know about the seasons in Argentina? *They are reversed. Winters (May thru September) are cold, windy, and "frosty."*
2. What will you need to wear? *Lightweight suits and dresses; jackets or topcoats during evenings; raincoats. (It rains throughout year.)*

WHAT ARE THE PEOPLE LIKE?

1. What is the predominant language? *Spanish*
2. Some local customs you should know about are: *Argentina is a "Catholic country"; many establishments close down for a month during summers; many restaurants are not open on Sundays.*

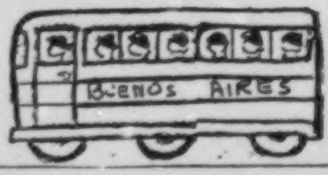
WILL YOU FIND HOUSING?

1. Where can you find temporary living accommodations in Buenos Aires? *Hotels*
2. What are some of the rates? *From budget to luxury, $6 to $26 for single accommodations, plus a 3% "tourism" tax and a 23% service charge.*

HOW LARGE IS THE CITY?

1. What is the population of Buenos Aires? 8,774,529
2. How does the size of this city compare with yours? *Answers will vary.*

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how could you get around in Buenos Aires? *Taxis, buses, subway line, and rental cars.*
2. Before taking an unmetered private taxi, what should you do? *Agree on fare in advance.*

WHAT COULD YOU DO FOR FUN?

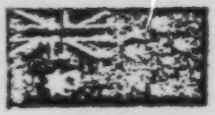
1. In Buenos Aires, what are some of the popular outdoor sports? *Horseback riding, tennis, horse racing, golf, football, and boating.*
2. In this city, what else could you do for fun? *Go to a discotheque; attend an open-air theater; go to a movie or to the theater.*

WHAT ABOUT SIGHT-SEEING?

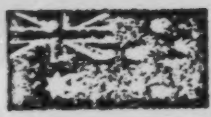
1. During weekends, where could you travel? *Bahia Blanca, Mar del Plata, Lujan, and Iguassi Falls.*
2. What would you see? *Gothic cathedrals, museums, race track, mountains and huge waterfalls.*

COULD YOU LIVE AND WORK IN ARGENTINA?

1. On the basis of what you now know, could you live and work in Buenos Aires?
2. Why, or why not? *Answers will vary.*



COULD YOU LIVE AND WORK IN AUSTRALIA?



The following ad appeared in a recent issue of a Los Angeles, California newspaper. As you read it, underline the skills which the employer wants a programmer to have, then complete the form at the right.

DATA PROCESSING

PROGRAMMER

Expanding manufacturer of electronic products in Sydney, Australia is seeking an individual to assist Data Processing Manager in revising instructions for computers and in writing new ones.

COBOL language is required. Keypunch ability helpful but not essential.

Salary, A$900 per month. Good working conditions and excellent employee benefits.

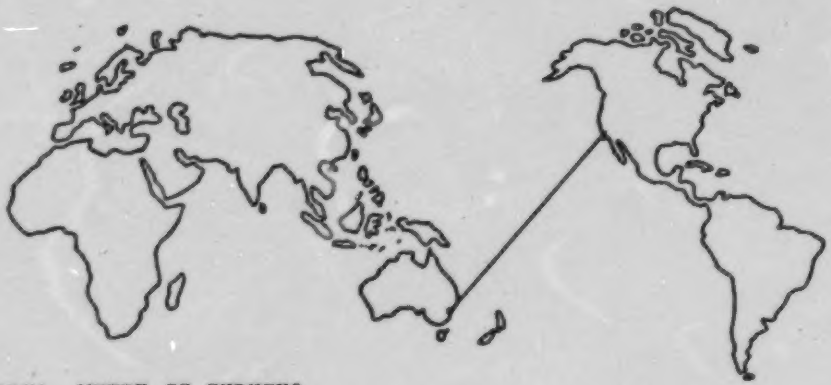
Send application to: International Australian Enterprises, 4800 Wilshire Street, Los Angeles, California 90005.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
Data Processing, Accounting, and advanced math courses would be helpful.
2. Should you get the job, in US dollars, how much money would you earn each month?
$1,107.00

Do you think that traveling to Australia to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 5 to 10 years older than you are now, that you would like to apply for the job described above, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you answer the questions which follow.



IN AUSTRALIA, WHERE IS SYDNEY?

Locate where you live in the United States and where Sydney is in Australia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Sydney, about how many miles would you travel? *From Los Angeles, 7,356 miles.*
2. How would you get there? *Air or sea.*
3. How long will it take you to get there? *From 15 1/2 hours to 17 hours; 21 days by ship.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Sydney? *The seasons are reversed. The climate is "mild."*
2. What should you wear? *During summers (November through March) beach and sport attire and a top-coat or raincoat. Lightweight suits and dresses (with topcoats or jackets) during fall and winter.*

WHAT ARE THE PEOPLE LIKE?

1. What is the predominant language? *English "spiced" with aboriginal words.*
2. Some local customs you should know about are? *Local people drive on the left side of the road; the "pace" is slower than in America.*

WILL YOU FIND HOUSING?

1. Where would you find temporary living accommodations? *Hotels, guest houses, and sheep stations (ranches).*
2. What are the rates? *From budget to luxury, $7 to $25 for single accommodations.*

HOW LARGE IS THE CITY?

1. About a third of the population of Australia live in Sydney and in what other city? *Melbourne*
2. What is the population of Sydney? *2,807,828*
3. How does the size of this city compare with yours? *Answers will vary.*

IS THERE LOCAL TRANSPORTATION?

1. Without an automobile, how would you get around in Sydney? *Buses, taxis, trains, and ferries.*
2. Why are ferries important to Sydney? *It is a harbor city.*

WHAT COULD YOU DO FOR FUN?

1. What are some popular sports? *Tennis, swimming, surfing, skin diving, lawn bowling, and cricket.*
2. In Sydney, what else could you do for fun? *See a stage play; visit art galleries and museums; go to a movie, concert, or to a discotheque.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Melbourne, Great Barrier Reef, Brisbane, and Mount Kosciusko.*
2. What would you see? *Seaside resorts, abundant plant life, strange animals and birds, lovely parks and gardens, snow-capped mountains.*

COULD YOU LIVE AND WORK IN AUSTRALIA?

1. Could you live and work in Australia? ________
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN CANADA?

The following ad appeared in a recent issue of the Globe and Mail, of Toronto, Ontario, Canada. Read it carefully; underline the skills required of a duplicating machine operator for the Canadian Mining Company; then complete the form at the right.

DUPLICATING MACHINE OPERATOR

Must be able to operate Xerox, mimeograph, offset, liquid, and Thermo-Fax copying equipment.

An experienced candidate is preferred but will consider a recent high school graduate who has had the necessary training.

If you want to work for a progressive and expanding company, contact Steven Walt, Personnel Manager, THE CANADIAN MINING COMPANY, 43 Eglinton Avenue West, Toronto, Ontario, M4R, 1K8.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Office Machines, Typewriting, and
   Office Procedures
2. If you were ready to accept this job, what would you expect to receive as a weekly salary?
   Around $200 per week.

Should you travel to Toronto to live and work for any length of time, do you think that you would find the experience interesting and exciting? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are seriously thinking about applying for the job with the Canadian Mining Company, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you answer the questions which follow.

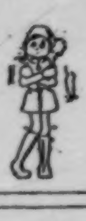
TORONTO, WHERE IS IT?

Locate where you live in the United States and where Toronto is in Canada, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Toronto, about how many miles would you travel? *From New York, 365 miles.*
2. How would you get there? *Air or land.*
3. How long will it take you to get there? *Answers will vary as to means of travel.*

WHAT ABOUT THE CLIMATE?

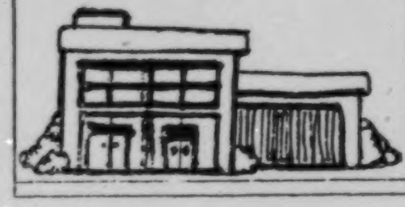


1. What is the weather like in Toronto? *Summers are warm; winters are long and cold.*
2. What will you need to wear? *Lightweight suits and dresses in spring and summer; warm, heavy clothes in winter.*

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *English and French*
2. Some local customs you should know about are: *The local people are very religious; Sundays are quiet days.*

WILL YOU FIND HOUSING?

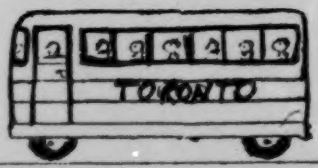


1. In Toronto, where can you find temporary living accommodations? *Hotels, motels, and overnight parks for campers.*
2. What are some of the rates? *From $8 to $37, plus an 8% room tax for single accommodations.*

HOW LARGE IS THE CITY?

1. What is the population of Toronto? *2,280,500*
2. How does the size of this city compare with that of other cities in Canada? *It is second largest.*
3. How does the population of Toronto compare with the population of your city? *Answers will vary.*

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how could you get around in Toronto? *buses and trains*
2. Should you have to travel to one of the suburban districts, which transportation system would you use? *The "GO" trains*

WHAT COULD YOU DO FOR FUN?

1. In Toronto, what are some of the popular outdoor sports? *Football, skiing, hiking, skating, tobogganing, sailing, swimming, hockey*
2. What else could you do for fun? *Take a canoe tour; in November; go to the Winter Fair; visit one of the art centers or one of the fishing villages.*

WHAT ABOUT SIGHT-SEEING?

1. On weekends, where could you travel? *Niagara Falls, Montreal, Manitoba, Alberta, Vancouver and Victoria*
2. What would you see? *Horsesho Falls, museums, gardens, towering mountains; spectacular scenery, "rushing" rivers, and "ice-blue" lakes.*

COULD YOU LIVE AND WORK IN TORONTO?

1. On the basis of what you now know, would you want to live and work in Toronto?
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN CZECHOSLOVAKIA?

The following ad appeared in a recent issue of the Chicago Tribune. Read it carefully; underline the special skills or training required of a Marketing Research Worker for the Midwest Marketing Association, then complete the form at the right.

MARKETING RESEARCH WORKER

Large Chicago marketing association needs qualified person to handle its operations in Prague, Czechoslovakia.

Duties will include interviewing local businessmen to determine their interests in certain U.S. manufactured goods, to check on their use and satisfaction with other US produced goods, and to summarize all findings in report form.

Applicants should be college graduates with special training in speech, English composition, selling, psychology, business statistics, and economics.

Salary, $15,000 to $25,000 per year, plus travel allowance.

Send applications to: Personnel Manager, Midwest Marketing Association, 650 North Wells, Chicago, Illinois 60610.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
Distributive Education courses, Typewriting, Speech, Economics, and Business English.

2. While in college, what should be your major and area of concentration?
Major, Business Administration;
Area of Concentration, Marketing.

Do you think that traveling to Prague, Czechoslovakia, to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job with the Midwest Marketing Association, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you complete the exercises which follow.

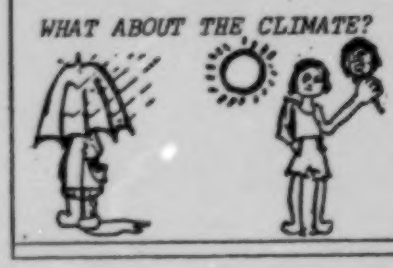
PRAGUE, WHERE IS IT?

Locate where you live in the United States and where Prague is in the country of Czechoslovakia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Prague, how many miles would you travel? From New York, 6,250 miles.
2. How would you get there? Probably, by air.
3. How long will it take you to get there? From 9 to 9 1/4 hours from New York.

WHAT ABOUT THE CLIMATE?



1. What is the weather like in Prague? Rains during the spring and fall; climate is similar to that of New York.
2. What will you need to wear? Suitable clothing during each season; lightweight fabrics during spring and summer; warmer clothing in winter.

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? Czech and Slovak
2. Some favorite foods are: Meat, potatoes, bread dumplings, sauerkraut, and beer.

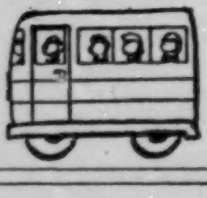
WILL YOU FIND HOUSING?

1. Where would you find temporary living accommodations? Hotels and hostels
2. What are the rates? Hotel rates begin at 5 Kcs. per day; hostels begins at 20 Kcs. (There are 16.08 Kcs. to the US dollar.

HOW LARGE IS THE CITY?

1. What is the population of Prague? 1,078,396
2. What are some of the complaints about living in this city? There are traffic problems, and it is of Europe's "dirtiest" cities.

IS THERE LOCAL TRANSPORTATION?



1. Some means of public transportation are: Taxis, trams, and rental cars.
2. What should you know about purchasing tickets on trams?

WHAT COULD YOU DO FOR FUN?

1. Some popular outdoor sports are: Ice hockey, fishing, skiing, skating, hunting
2. In Prague, what else could you do for fun? Go to the zoo or an amusement part; visit one of the night spots; go to a music festival or to the theater.

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? Bratislava, Karlovy Vary (Carlsbad), and Brno.
2. What would you see? Limestone canyons, castles, rushing streams, grottos, Baroque and Gothic churches.

COULD YOU LIVE AND WORK IN CZECHOSLOVAKIA?

1. On the basis of what you now know, could you live and work in Prague, Czechoslovakia?
2. Why, or why not? Answers will vary.

COULD YOU LIVE AND WORK IN GERMANY

The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the skills needed by receptionists at the Hotel Hohn in Frankfurt, Germany; then complete the form at the right.

SUMMER EMPLOYMENT OPPORTUNITIES

Large hotel needs two RECEPTIONISTS to make reservations, answer enquiries, do some typing, and operate a telex machine.

Fluent spoken German is essential and applicants must be at least 18 years of age.

Positions are available throughout the summer. Applicants should be available for at least two months.

Salary, about £85 a month. Accommodation and board are available in the hotel at £13 a month.

Send applications to Hermann Hirsch, HOTEL HOHN, 8900 Frankfurt 16, Germany.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

   Clerical procedures, office machines, typewriting, and German

2. If you were ready to accept this job, in US dollars, how much would you earn per month?

   $198.90 (1974)

Should you travel to Frankfurt, Germany to live for any length of time, do you think that you would find the experience interesting and exciting? Would you be happy there? Imagine that you are about five years older than you are now, that you are giving serious consideration to accepting the job at the Hotel Hohn, and that you must find the answers to some important questions.

Use a basic text, travel guide, an atlas, or other kinds of references as you complete the exercises which follow.

FRANKFURT, WHERE IS IT?

Locate where you live in the United States and where Frankfurt is in Germany, then draw a line connecting the two cities.

HOW WOULD YOU TRAVEL?

1. Should you go to Frankfurt am Main, about how many miles would you travel? *From New York, 3,900 miles.*
2. How would you get there? *Probably, by air.*
3. How long will it take you to get there? *From 7 1/4 to 7 1/2 hours.*

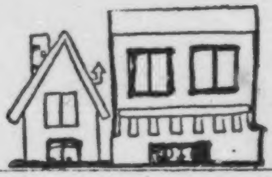
WHAT ABOUT THE CLIMATE?

1. What is the weather like in Frankfurt am Main? *Frigid in January; mild during other winter months; temperature in summer and spring as in States.*
2. What will you need to wear? *Warmest clothes in January; medium to lightweight clothing at other times during the year.*

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *English and German.*
2. Some local customs you should know about are: *Sport clothes are not worn in the theater; shops and stores close at 2:30 p.m. on Saturdays.*

WILL YOU FIND HOUSING?



1. In Frankfurt am Main, where can you find temporary living accommodations? *Hotels and youth hostels (Cheapest are in the vicinity of the railroad station.)*
2. What are some of the rates? *Rates begin at $14, which includes a service charge and tax.*

HOW LARGE IS THE CITY?

1. What is the population of Frankfurt am Main? 657,776
2. How does the size of this city compare with yours? *Answers will vary.*
3. Two special problems in Frankfurt am Main are: *Inflationary prices, swindlers, and "clip joints."*

IS THERE LOCAL TRANSPORTATION?

1. What are some means of public transportation? *Buses, taxis, trains, and rental cars.*
2. What should you know about bus fares in this city? *When boarding a bus, state destination. A flat fare allows for an unlimited number of transfers. There is a cheaper single fare for short distances.*

WHAT COULD YOU DO FOR FUN?

1. Some of the popular outdoor sports are: *Golf, tennis, skiing, soccer, hunting, fencing.*
2. In Frankfurt am Main, what else could you do for fun? *Visit museums, go to a nightclub or cabaret; go to the movies or go shopping.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Berlin, the German Alps, Nuremberg, Munich, Black Forest.*
2. What would you see? *Castles, quaint shops, art galleries, local people in picturesque garb, mineral springs, and parks.*

COULD YOU LIVE AND WORK IN FRANKFURT am MAIN?

1. On the basis of what you now know, could you live and work in Frankfurt am Main?
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN HONG KONG?

The following ad appeared in a recent issue of the Hong Kong Standard. As you read it, underline the skills and knowledges which the employer is looking for in a bookkeeper; then answer the questions in the box at the right.

BOOKKEEPER WANTED

Must be able to type and must have an acceptable knowledge of written English and Chinese.

Salary commensurate with qualifications and experience.

Fringe benefits: Cost of living allowance, life insurance, and medical benefits.

Send application in own handwriting in both English and Chinese with recent photo to P.O. Box R-4266, HONG KONG.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
Bookkeeping or Accounting, Office Machines, Chinese, and Typewriting

2. Explain: "Salary commensurate with experience."
An experienced bookkeeper will be paid more than a beginning worker.

Do you think that traveling to Hong Kong to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are giving serious consideration to applying for the job described in the ad, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

HONG KONG, WHERE IS IT?

Locate where you live in the United States and where Hong Kong is in the Orient, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Hong Kong, about how many miles would you travel? *From San Francisco, 6894 miles.*
2. How would you get there? *Probably, by air.*
3. How long will it take you to get there? *About 16 hours, via Tokyo.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Hong Kong? *From 70° to 80° from October to December; cold and rainy during March and April; hot and rainy in summers.*
2. What will you need to wear? *Lightweight clothes, umbrella, and raincoats in summers; lightweight woolens in fall and winters.*

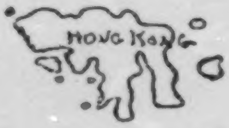
WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *Chinese and English. (The official language is English.)*
2. Most of the local people are employed in what industries? *Textile and textile products industry; service, communications, commerce, and construction industries.*

WILL YOU FIND HOUSING?

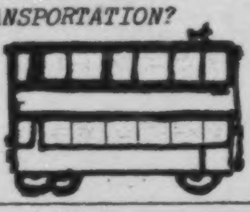
1. Where could you find temporary living accommodations? *Hotels, guest houses, hostels, YM and YWCA.*
2. What are some of the rates? *Hotels, HK $90 to HK $215 per day; youth hostels and guest houses, from HK $45 to HK $65.*

HOW LARGE IS THE COLONY?



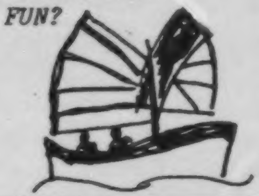
1. The Colony of Hong Kong consists of how many islands? *236*
2. What is the total population? *4,225,000*
3. Hong Kong probably has what kinds of problems? *Housing and overpopulation.*

IS THERE LOCAL TRANSPORTATION?



1. In Hong Kong, what are some means of public transportation? *Taxis, cable cars, trams, buses, and private cars.*
2. What should you know about rickshaws? *They are not recommended.*

WHAT COULD YOU DO FOR FUN?



1. What are some popular outdoor sports? *Water skiing, swimming, tennis, golf, and fishing.*
2. In Hong Kong, what else could you do for fun? *Take a boat tour; go to plays and concerts; attend a movie or the opera.*

WHAT ABOUT SIGHT-SEEING?

1. Should you take a water tour, where could you go? *Kowloon, Lantao Island, and Wanchai.*
2. What would you see? *Beautiful homes on hillsides, floating restuarants, gardens, fishing fleets, and sandy beaches.*

COULD YOU LIVE AND WORK IN HONG KONG?

1. On the basis of what you now know, could you live and work in Hong Kong?
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN ITALY?

The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the skills and personal characteristics required of a cashier at Bonne's Restuarant in Milan, Italy; then complete the form at the right.

CASHIER

Restuarant catering to a large number of German, American, and British tourists needs a cashier who can speak German, English, and Italian.

Applicant must be at least 18 years old, good with figures, and have a pleasant disposition. Knowledge of Italian required; French and German helpful.

Salary, 81,900 Lire per month. Free board and accommodation. Minimum period of work, two months between 1st June and 30th September.

Send application to Antonio Ponti, BONNE'S RESTUARANT, Via Morin 46, Milan, Italy.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Distributive Education courses, Office Machines, Business Arithmetic, Italian, German, and Typewriting
2. Should you get the job, in US dollars, how much money would you earn each month?
   $131.00

Do you think that traveling to Milan, Italy to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are giving serious consideration to applying for the job at Bonne's Restuarant, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

IN ITALY, WHERE IS MILAN?

Locate where you live in the United States and where Milan is in Italy, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Milan, about how many miles would you travel? From New York, 4,763 miles.
2. How would you get there? Air or sea
3. How long will it take you to get there? By air, 8 hours; ship, 8 to 14 days.

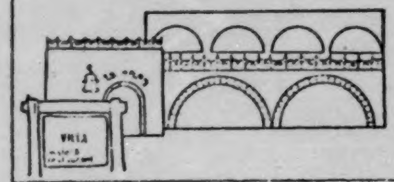
WHAT ABOUT THE CLIMATE?

1. What is the weather like in Milan? Rainy in winters; sunny and warm in spring; hot in midsummer.
2. What should you wear? Spring and summer, lightweight suits and dresses; fall and winter, warm clothing.

WHAT ARE THE PEOPLE LIKE?

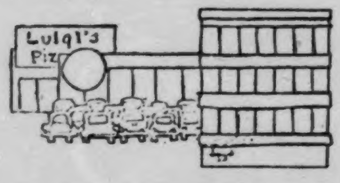
1. What are the predominant languages? Italian and English
2. Some local customs you should know about are: Local people tend to drive in the middle of the road; women should have shoulders covered in churches.

WILL YOU FIND HOUSING?



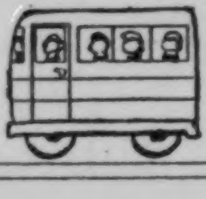
1. Where could you find temporary living accommodations? Hotels, private lodging houses, or pensioni.
2. What are the rates? From 4,000 to 19,000 for a single and private bath.

HOW LARGE IS THE CITY?



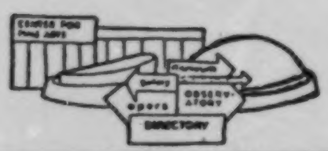
1. What is the population of Milan? 1,724,173
2. How does the size of this city compare with yours? Answers will vary.
3. Milan has what kinds of problems? Prices are high; crime is a problem, so is traffic.

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how would you get around? *Rental cars, city taxis, buses, trains, "metro" subway system.*
2. What is the cost of riding on the subway? *50L for one hour.*

WHAT COULD YOU DO FOR FUN?



1. Some popular outdoor sports are? *Skin diving; cycling, football, swimming, fishing.*
2. In Milan, what else could you do for fun? *Go to a flea market, the movies, to a casino, or to the theater.*

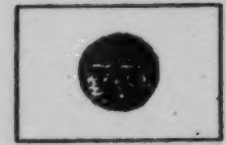
WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Rome, Vatican City, Florence, Isle of Capri, and Venice.*
2. What would you see? *Mountains, wild animals, game birds, national parks, art galleries, churches, beaches, residence of the Pope.*

COULD YOU LIVE AND WORK IN ITALY?

1. Could you live and work in Milan, Italy?
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN JAPAN?



The following ad appeared in a recent issue of the Japan Times. As you read it, underline the duties which will be required of the purchasing agent; then complete the form at the right.

PURCHASING AGENT

Large American company needs qualified person. Duties will include: interviewing vendors; buying electronic products such as radios, tapes, and stereos; keeping records of purchases and deliveries; and approving bills for payment.

Position is based in Tokyo but will require travel throughout the Orient and the United States. Salary, ¥150,000 per month plus bonus for performance.

Contact Mr. Steen in Tokyo, 434-8021, to arrange for an interview.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
Distributive Education courses, Business English, Business Arithmetic, Bookkeeping or Accounting

2. In US dollars, how much money would you earn per month.
$6,120 + Bonus

Do you think that traveling to Tokyo to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job as purchasing agent, and that you must find the answers to some important questions.

Use a basic text, travel guide, an atlas, or other kinds of references as you work on the exercises which follow.

TOKYO, WHERE IS IT?

Locate where you live in the United States and where Tokyo is in Japan, then draw a line connecting the two places.

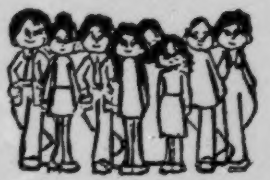
HOW WOULD YOU TRAVEL?

1. If you should go to Tokyo, about how many miles would you travel? *From San Francisco, 5131 miles.*
2. How would you get there? *By air or sea*
3. How long will it take you to get there? *By air, 10 3/4 hours. By ship, 12 to 14 days.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Tokyo? *Hot and rainy from June thru September; cold during winters.*
2. What will you need to wear? *Shoes which slip off easily; umbrella and raincoat; lightweight woolens in spring; warm coats and sweaters in winter.*

WHAT ARE THE PEOPLE LIKE?



1. What is the predominant language? *Japanese*
2. Some local customs you should know about are? *Everyone bows when meeting someone; shoes are taken off when visiting or entering a home or temple.*

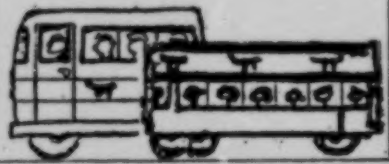
WILL YOU FIND HOUSING?

1. Where could you find temporary living accommodations? *Hotels or inns; youth hostels, and semi-hostels for adults.*
2. What are some of the rates? *Hotels, from $5 to $30; inns, from $20 to $27 (which includes two meals) for single accommodations.*

HOW LARGE IS THE CITY?

1. What is the population of Tokyo? *11,408,071*
2. How does the size of this city compare with yours? *Answers will vary.*
3. Tokyo probably has what kinds of problems? *Housing, traffic, and noise.*

IS THERE LOCAL TRANSPORTATION?



1. Without a car, how would you get around in Tokyo? Subway system, taxis, buses, railway system, and rental cars.
2. On subway trains, how are fares determined? According to distance traveled.

WHAT COULD YOU DO FOR FUN?

1. Some popular outdoor sports are: Golf, horse racing, skiing, boating, hunting, tennis, skating.
2. In Tokyo, what else could you do for fun? Attend a local festival; go to a movie or theater; stroll in one of the parks or gardens; go dancing.

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? Kyushu, Nikko, Nagoya, Kobe, Osaka, Kamakura.
2. What would you see? Aso Volcano, waterfalls, women pearl divers, chinaware factory, temples, Budha Shrine, open-air museums, palaces, rock gardens, artisan shops.

COULD YOU LIVE AND WORK IN TOKYO?

1. On the basis of what you now know, would you want to live and work in Tokyo?
2. Why, or why not? Answers will vary.

COULD YOU LIVE AND WORK IN KENYA?

The following ad appeared in a recent issue of the East African Standard. As you read it, underline the requirements which the employer expects of an administrative assistant, then complete the form at the right.

ADMINISTRATIVE ASSISTANT

REQUIRED by well-established national company, with head office in Nairobi.

Candidate must be under 45 years old, have some knowledge of handling personnel and customers, deposits both large and small, and real estate loans.

Terms of service: Permanent in the scale of £1,095 to 2,000 per year, depending on qualifications and experience.

Applications should be addressed to: The General Manager, Kenya Soda Manufacturers, PO Box 14758, Nairobi.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

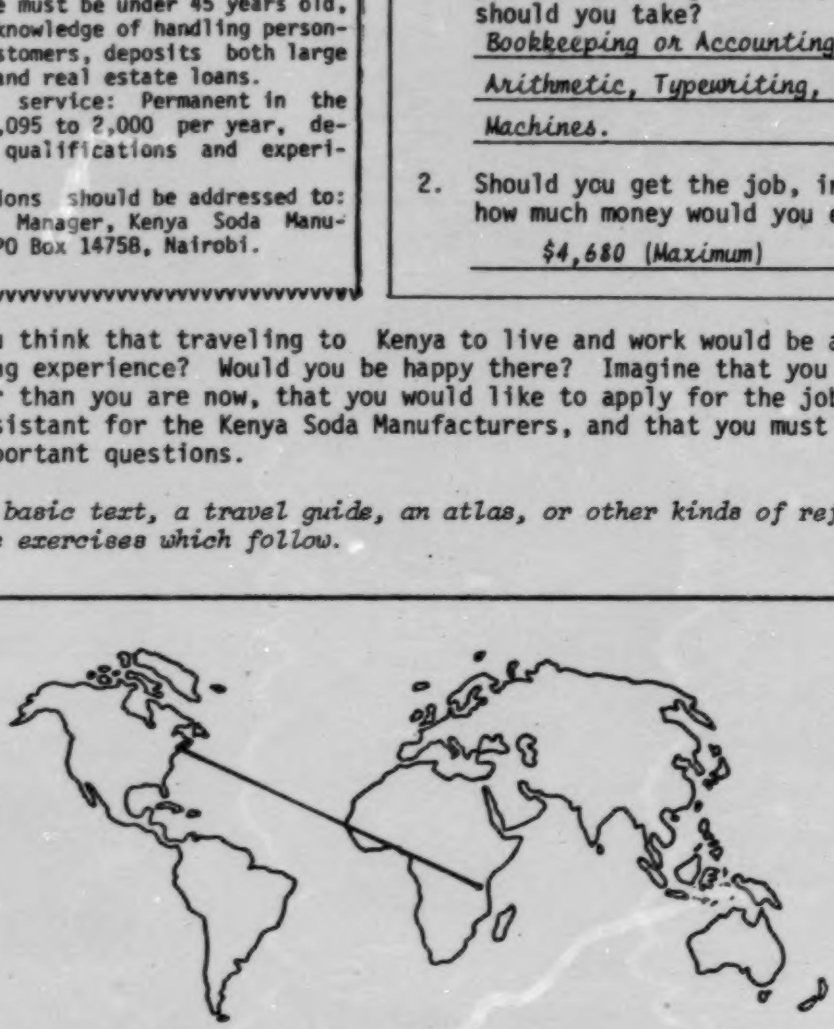
   Bookkeeping or Accounting, Business Arithmetic, Typewriting, and Office Machines.

2. Should you get the job, in US dollars, how much money would you earn per year?

   $4,680 (Maximum)

Do you think that traveling to Kenya to live and work would be an interesting and exciting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you would like to apply for the job as administrative assistant for the Kenya Soda Manufacturers, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you work on the exercises which follow.



IN AFRICA, WHERE IS NAIROBI, KENYA?

Locate where you live in the United States and where Nairobi is in Kenya, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Nairobi, about how many miles would you travel? *From New York, 7,364 miles.*
2. How would you get there? *Air or sea*
3. How long will it take you to get there? *About 14 1/2 hrs; 4-5 weeks by ship to Mombasa.*

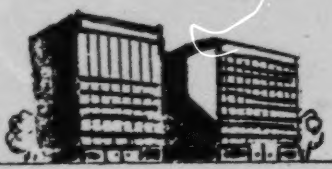
WHAT ABOUT THE CLIMATE?

1. What is the weather like in Nairobi? *From December to March, warm, sunny, and dry; rains March thru May; cool and dry from June to October.*
2. What will you need to wear? *Sweaters and jackets in the evenings; straw hats in summers; medium- to lightweight suits and dresses; raincoats.*

WHAT ARE THE PEOPLE LIKE?

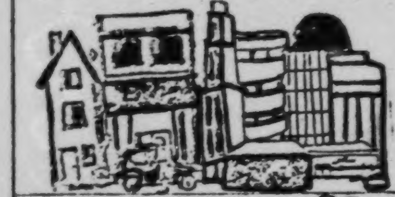
1. What are the official languages? *English and Swahili*
2. Some local customs you should know about are: *Local people drive on the left side of the road; permission should be granted before photographing them; race issues and politics are sensitive topics.*

WILL YOU FIND HOUSING?



1. In Nairobi, where can you find temporary living accommodations? *Hotels, youth hostels, YMCA and YWCA, self-service bungalows, and camping grounds.*
2. What are some of the rates? *Hotels, from $5 to $25; YMCA and YWCA, $7.00 for single accommodations.*

HOW LARGE IS THE CITY?



1. What is the population of Nairobi? *535,200*
2. How does the size of this city compare with yours? *Answers will vary.*
3. Nairobi has what kinds of problems? *Crime, unemployment, traffic conjestion; inflationary prices.*

IS THERE LOCAL TRANSPORTATION?

1. What means of public transportation could you expect to find in Nairobi? *Buses, taxis, trains, and air travel.*
2. If you should plan to do much driving in the city, what should you rent or buy? *Bicycle or scooter*

WHAT COULD YOU DO FOR FUN?

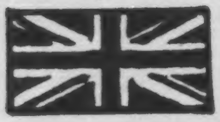
1. What are some of the popular outdoor sports? *Soccer, track and field competition, hunting.*
2. In Nairobi, what else could you do for fun? *Shop at a covered market; go on a hunting, fishing or photographic safari; go dancing at one of the major hotels.*

WHAT ABOUT SIGHT-SEEING?

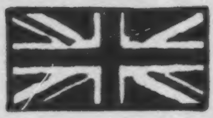
1. During weekends, where could you travel? *Mombasa, Masai Mara, slopes of Mt. Kilimanjaro.*
2. What would you see? *Wild animals, mosques, coffee shops, beaches, craftsmen's shops.*

COULD YOU LIVE AND WORK IN KENYA?

1. On the basis of what you now know, could you live and work in Nairobi, Kenya?
2. Why, or why not? *Answers will vary.*



COULD YOU LIVE AND WORK IN LONDON?



The following ad appeared in a recent issue of the London Times. Read it carefully; underline the skills, personal characteristics, and knowledges which the employer is looking for in a secretary; then complete the form at the right.

TALENTED TOP SECRETARY

to work for a leading executive of a major company with well established contacts. This appointment covers the whole range of secretarial duties in a busy office. Shorthand and typing are essential as are personal maturity and initiative. A knowledge of French and German would be very useful.

The starting salary, per year, will be about £2,500; the working conditions are excellent.

Qualified persons should contact Miss Carol Wells (A.660), PBA ADVERTISING CO., 37 Stratton Street, London W2X 6DB.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Typewriting, shorthand, secretarial or clerical procedures, office machines, French, and German.
2. If you were ready to accept this job, in US dollars, how much would you earn per year?
   $5,850 (1974)

Should you travel to London to live for any length of time, do you think that you would find the experience exciting? Would you be happy there? Imagine that you are 10 years older than you are now, that you are giving serious consideration to accepting the job with the PBA Advertising Company, and that you must find the answers to some important questions.

Use a basic text, an atlas, a globe, or other kinds of references as you complete the exercises which follow.

LONDON, WHERE IS IT?

Locate where you live in the United States and where London is in England, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to London, about how many miles would you travel: *From New York City, 3,459 mi.*
2. How would you get there? *Probably by air.*
3. How long will it take you to get there? *By air, about 6 1/2 to 6 3/4 hours.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in London? *The British enjoy a temporate climate, but it rains often.*
2. What kinds of clothing should you take with you? *A raincoat and umbrella are musts; lightweight wool suits and dresses.*

WHAT ARE THE PEOPLE LIKE?

1. What is the predominant language? *English*
2. What are some local customs you should know about? *The queen is a great symbol; motorists drive on the left side of the road; tea at 4:30 is a ritual; class distinctions are quite marked.*

WILL YOU FIND HOUSING?

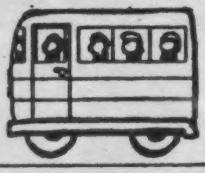
1. Until you find a permanent place to live, where could you stay? *Youth hostels; hotels; boarding or guest houses.*
2. About what would you have to pay for rent? *From £2 to £19 for "bed and breakfast," plus a 10% "Value Added Tax."*

HOW LARGE IS THE CITY?

THE DELTA PARK
PARKING 30¢

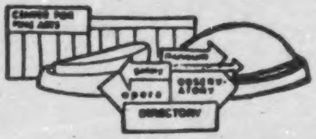
1. What is the population of London? 7,353,910 (1972)
2. How does the size of this city compare with yours? *Answers will vary.*
3. What kinds of problems could you expect to find in a city of this size? *Conjested traffic conditions; crime; pollution; housing.*

IS THERE LOCAL TRANSPORTATION?



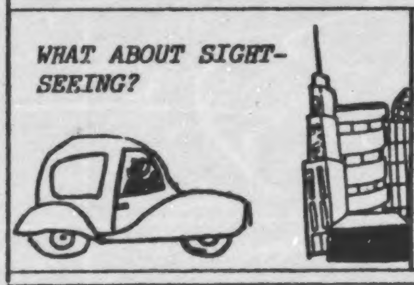
1. What kind of public transportation could you expect to find? Taxicabs, buses, the "tube" subway system, trains, and rental cars.
2. Should you use bus transportation, how will your fare be determined? By the length of the ride.

WHAT COULD YOU DO FOR FUN?



1. What are some of the popular outdoor sports? Soccer, rugby, cricket, sailing, and horse racing.
2. What else might you do for recreation? Go to a discotheque; attend musicals and concerts; visit a pleasure garden; shop at an open air street market.

WHAT ABOUT SIGHT-SEEING?



1. On weekends, where could you travel? Wales, Scotland, and Ireland.
2. What could you expect to see? Castles, stately homes, gardens with water effects, markets, and churches.

COULD YOU LIVE AND WORK IN LONDON?

1. On the basis of what you now know, would you accept a job in London? Answers will vary.
2. Why, or why not? Answers will vary.

COULD YOU LIVE AND WORK IN NORWAY?

The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the requirements for salespeople at the Lindstrom Hotel in Oslo, Norway; then answer the questions in the box at the right.

SPEND YOUR SUMMER IN NORWAY

Hotel needs four SALESPEOPLE for gift shop. Must have had some training and previous experience.

All staff will be expected to work 7 hours a day, 6 days a week. Overtime will be occasionally required.

Salary, £112 per month, taxed at approximately 30%. Board and accommodation provided at £13 a month. Minimum period of work, two months between 30th April and 30th September.

Send applications to Utne Vagamo, LINDSTROM HOTEL, Id Melgate 1, Oslo 2, Norway.

QUESTIONS

1. If you would like to prepare for this position while in high school, what courses should you take?
   Distributive Education classes, business arithmetic, typewriting, and clerical record keeping.
2. Should you get the job, how much money (in US dollars) would you earn each month?
   $262.08 less $78.65

Should you travel to Oslo, Norway to live for any length of time, do you think that the experience would be exciting? Would you be happy there? Imagine that you are four to five years older than you are now, that you are giving serious consideration to applying for the job at the Lindstrom Hotel, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you work on the exercises which follow.

OSLO, WHERE IS IT?

Locate where you live in the United States and where Oslo is in Norway, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Oslo, about how many miles would you travel? *From New York, 3,672 miles.*
2. How would you get there? *Air or sea.*
3. How long would it take you to get there? *By air, 7 1/4 hours; ship, 8 days.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Oslo? *Rainy in summers; snows during winters.*
2. What will you need to wear? *Raincoats and sweaters during summer months; warm, heavy clothes in winters.*

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *Norwegian, but English is widely spoken and understood.*
2. Some local customs you should know about are: *Local people are gay, hospitable, and meticulously sanitary.*

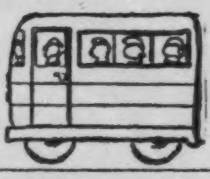
WILL YOU FIND HOUSING?

1. In Oslo, where can you find temporary living accommodations? *Hotels, student hostels.*
2. What are some of the rates? *Hotels, from 50 to 135 Kroner; student hostels, 10 Kr. per night. (There are 6.50 Kr. to the US dollar.)*

HOW LARGE IS THE CITY?

1. What is the population of Oslo? *485,000*
2. How does the size of Oslo compare with that of other cities in Norway? *It is the largest in Norway.*
3. How does the size of Oslo compare with that of your city? *Answers will vary.*

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how could you get around in Oslo? *City buses, trams, rental cars, taxis, and boats.*
2. On a tram, how would your fare be determined? *According to the number of "fare stages" involved. You will need a ticket for each "stage."*

WHAT COULD YOU DO FOR FUN?

1. In Oslo, what are some of the popular outdoor sports? *Salmon fishing, skiing, mountain climbing, sailing, swimming, and golf.*
2. What else could you do for fun? *Go to the movies; attend a music festival; go dancing; take a trip on one of the sightseeing boats.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Bergen, Trondheim, Stavanger, Moldi, North Cape.*
2. What would you see? *Outdoor markets, beautiful countryside, fjords, mountains, century-old wooden houses, museums, and cathedrals.*

COULD YOU LIVE AND WORK IN NORWAY?

1. On the basis of what you now know, could you live and work in Oslo, Norway?
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN PAKISTAN?

The following ad appeared in a recent issue of the Pakistan Times. Read it carefully; underline the skills and personal qualifications required of an accountant for Pakistan Airways, then complete the form at the right.

YOUNG ACCOUNTANT WANTED

If you have had training in business management and accounting and are under 30 years of age, we can provide you with a career opportunity to develop into a junior office manager.

The job requires an energetic, ambitious, and hard-working person who is capable of undertaking independent responsibilities.

The emolument is Rs. 2,900 plus insurance and travel benefits.

Send application with two recent passport size photographs to the Employment Officer, Pakistan Airways, Karachi Airport.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Bookkeeping or Accounting, Business Management, Office Machines, Business Arithmetic, and Data Processing
2. In US dollars, how much money would you earn per year?
   $7,320 + Insurance and Travel Benefits

Do you think that living and working in Karachi, Pakistan would be an exciting and interesting experience. Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job of accountant for the Pakistan Airways, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

KARACHI, WHERE IS IT?

Locate where you live in the United States and where Karachi is in Pakistan, then draw a line connecting the two places.

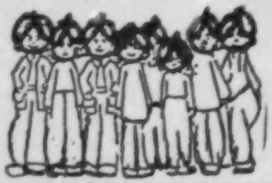
HOW WOULD YOU TRAVEL?

1. If you should travel to Karachi, about how many miles would you travel? *From New York, 9,700 mi.*
2. How would you get there? *Airplane or ship*
3. How long will it take you to get there? *By air, 14 to 16 hours; by ship, 23 days.*

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Karachi? *Extremely hot during summers; rains during winter months.*
2. What will you need to wear? *Lightweight fabrics during the summers; warmer clothing during winters and jackets or topcoats at night.*

WHAT ARE THE PEOPLE LIKE?



1. What are the predominant languages? *Urdu, Bengali, and English.*
2. Most Pakistanis are engaged in what industry? *Farming*

WILL YOU FIND HOUSING?

1. In Karachi, where can you find temporary living accommodations? *Hotels*
2. What are the rates? *From $7 to $25 for single accommodations + 10% to 15% for services and taxes.*

HOW LARGE IS THE CITY?

1. What is the population of Karachi? *3,650,000*
2. How does the size of this city compare with yours? *Answers will vary.*
3. Karachi has been described as being: *Hot, noisy, crowded, and a bit dusty.*

IS THERE LOCAL TRANSPORTATION?

1. Some means of public transportation in Karachi are: *Trains, buses, "victorias," taxis, and "baby taxis.*
2. In Pakistan, what are "victorias"? *Horse-drawn carriages*

WHAT COULD YOU DO FOR FUN?

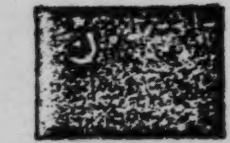
1. Some popular sports in Karachi are: *Sailing, tennis, swimming, horseback riding, deep-sea fishing.*
2. What else would you want to do for fun? *Go shopping or go to a cabaret.*

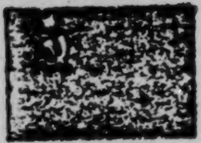
WHAT ABOUT SIGHTSEEING?

1. During weekends, where could you travel? *Lahore, Peshawar, Rawalpindi, Dacca, and Cox's Bazaar.*
2. What would you see? *Mosques, bazaars, Buddhist and Hindu temples, beautiful public buildings, art exhibitions, tribal dancers, and beautiful beaches.*

COULD YOU LIVE AND WORK IN PAKISTAN?

1. Could you live and work in Karachi?
2. Why, or why not? *Answers will vary in this section.*





COULD YOU LIVE AND WORK IN RUSSIA?

The following ad appeared in a recent issue of a Moscow newspaper. Read it carefully; underline the duties expected of a foreign exchange teller for the State Bank of Moscow, then complete the form at the right.

FOREIGN EXCHANGE TELLERS

Large bank needs capable person to handle foreign deposit accounts, letters of credit, and drafts drawn on foreign banks and to sell travelers checks to foreign customers.

Applicants must speak Russian, French, and English and will be expected to use calculating and bookkeeping machines.

Salary, R116 per week.

Send applications to: Personnel Manager, State Bank of Moscow, Neglinnaya 18, Moscow K 16.

QUESTIONS

1. If you would like to prepare for this job while in high school, what are some courses that you could take?

   Accounting or bookkeeping, Business Arithmetic, Economics, Russian, French, and Office Machines.

2. In US dollars, how much money would you earn per week?

   $161.24

Do you think that traveling to live and work in Moscow would be an exciting and interesting experience? Would you be happy there? Imagine that you are about ten years older than you are now, that you are giving serious consideration to applying for the job at the State Bank of Moscow, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

MOSCOW, WHERE IS IT?

Locate where you live in the United States and where Moscow is in Russia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Moscow, about how many miles would you travel? *From New York, 4,662 miles.*
2. How would you get there? *Probably, by air.*
3. How long will it take you to get there? *From New York, 10 1/4 to 10 1/2 hours.*

WHAT ABOUT THE CLIMATE?

1. The climate in Moscow is similar to what part of the United States? *The northern region.*
2. What will you need to wear? *Lightweight suits and dresses, sweaters, and raincoats during summers; warm clothing during winters.*

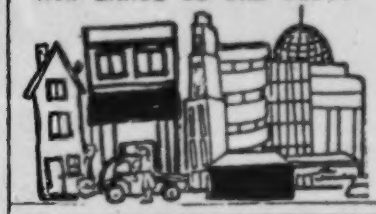
WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? *Russian, Kirghiz, Turkoman, and Tadzhik.*
2. Some local customs you should know about are: *Russians "move at a slower pace" than Americans. The typical Russian is extremely proud of his or her country.*

WILL YOU FIND HOUSING?

1. Where can you find temporary living accommodations? *Hotels*
2. What are the rates? *From tourist to luxury, $12.80 to $105.60 for single accommodations. (Rate includes breakfast.)*

HOW LARGE IS THE CITY?



1. What is the population of Moscow? *7,151,000*
2. How does the size of this city compare with yours? *Answers will vary.*
3. The city of Moscow has been described as: *Crowded and "busy."*

IS THERE LOCAL TRANSPORTATION?

1. Moscow has what kind of public transportation? *Moscow Metro Subway, trams, taxis, and rental cars.*
2. If you should want to rent a car, what will you need? *An international driver's license and a "driver's responsibility certificate."*

WHAT COULD YOU DO FOR FUN?

1. In Moscow, what are some of the popular sports? *Troika racing, swimming, and hunting.*
2. What else would you want to do for fun? *Go to movies, jazz concerts, shopping; attend an opera.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Linengrad, Kiev, Sochi*
2. What would you see? *Museums, palaces, mansions, landscaped gardens, cathedrals, pebble beaches, colorful bazaars, mosques, and hot sulphur springs.*

COULD YOU LIVE AND WORK IN RUSSIA?

1. On the basis of what you now know, would you accept a job in Moscow? __________
2. Why, or why not? *Answers will vary.*

COULD YOU LIVE AND WORK IN TAHITI?

The following ad appeared in a recent issue of the San Francisco Examiner. As you read it, underline the skills which the employer expects a clerk-typist to have, then complete the form at the right.

CLERK-TYPIST

Position available for intelligent person who can spend the months of July and August in Tahiti.

Applicants must have a minimum typing speed of 50 wpm and must be able to speak English and French.

Duties will include: typing letters and travel forms, answering the telephone, and helping tourists with travel plans.

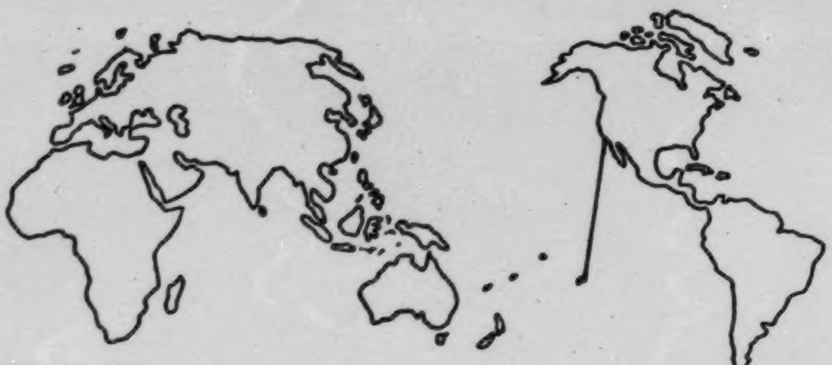
For more information, write to: Tahiti International Tourist Services, 425 Geary Street, San Francisco, California 84102.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?
   Typewriting, French, Business English, Record Keeping, and Office Machines
2. Personal characteristics of a clerk-typist for a tourist agency should include:
   Pleasant disposition, patience, ability to work under pressure, and resourcefulness.

Do you think that living and working in Tahiti would be an exciting and interesting experience? Would you be happy there? Imagine that you are 5 to 10 years older than you are now, that you want to apply for the job described in the ad, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you with the exercises which follow.



TAHITI, WHERE IS IT?

Locate where you live in the United States and where Tahiti is in French Polynesia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Tahiti, about how many miles would you travel? About 3,700 mi. from San Francisco.
2. How would you get there? Probably, by air.
3. Hong long will it take you to get to Tahiti? From 8 1/4 to 9 hours.

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Tahiti? From April to October, 68° to 87°; other times, 72-88°.
3. What should you wear on the island? Cool, washable clothing and sandals.

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages? French, Tahitian, and English.
2. Most of the local people are engaged in what occupations? Farming, fishing, cattle raising, and "tourism."

WILL YOU FIND HOUSING?

1. In Tahiti, where can you find temporary living accommodations? Hotels
2. What are some of the rates? From $13 to $28 for single accommodations.

HOW LARGE IS THE ISLAND?

1. What is the population of Tahiti? 61,519
2. What is the name and population of its largest city? Papeete, with a population of 25,342.

IS THERE LOCAL TRANSPORTATION?

1. What means of public transportation will you find in Tahiti? *Taxis, buses, and boats to other islands.*
2. How would you get to other islands? *By boat.*

WHAT COULD YOU DO FOR FUN?

1. What are some of the popular outdoor sports? *Swimming, skin diving, golf, and fishing.*
2. What else would you want to do for fun? *Visit other islands; go shopping; visit a museum, or go to a nightclub.*

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? *Clipperton Island, Moorea Island, Bora Bora*
2. What would you see? *Sand beaches; lagoons, temples, waterfalls, rapid streams, steep mountains.*

COULD YOU LIVE AND WORK IN TAHITI?

1. Could you live and work in Tahiti?
2. Why, or why not?

Answers will vary.

STUDENT MATERIALS

STOCKHOLM
ROME
HONG KONG
PASSPORT

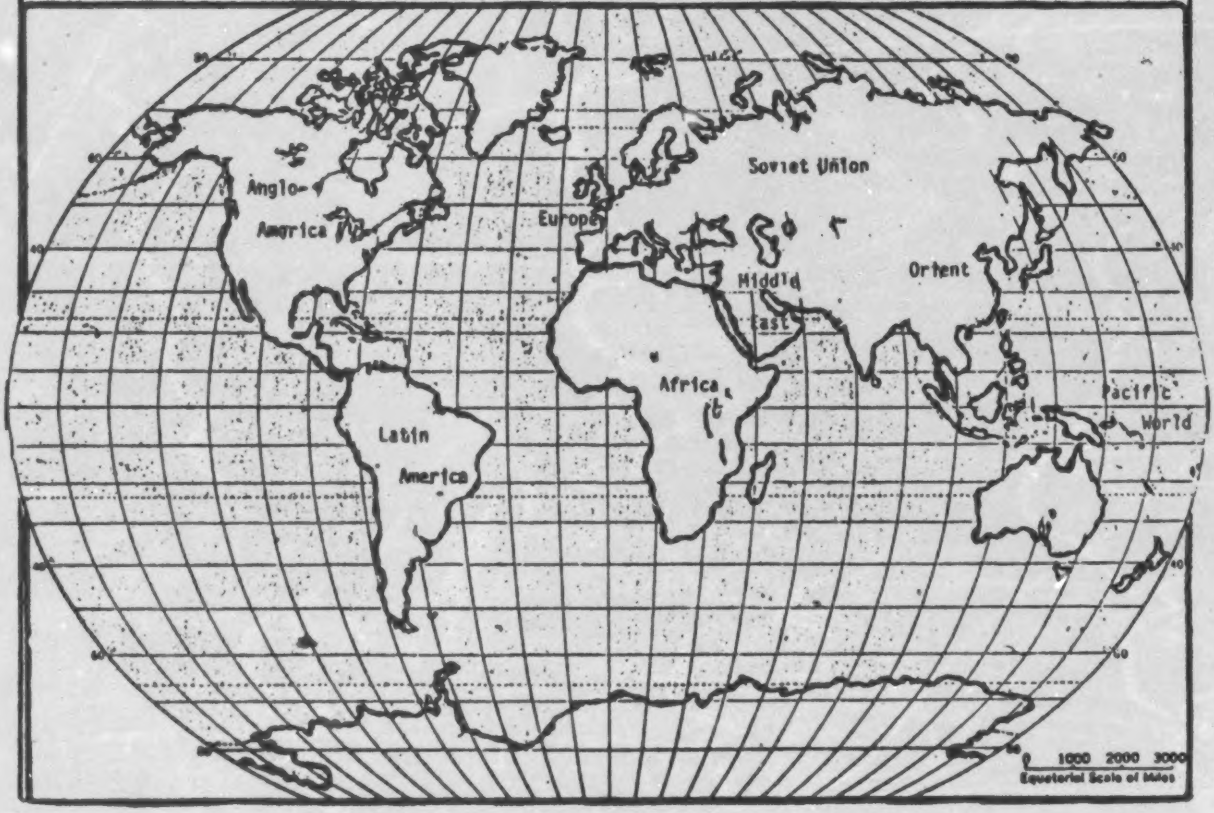
COULD YOU LIVE AND WORK IN A COUNTRY OTHER THAN YOUR OWN?

If you like adventure and would like to travel in a most interesting and rewarding way, you should now begin to use your knowledge of geography to determine if you could live and work in a country other than your own.

Young people who are studying a second language, who are willing to work, and who have the necessary job skills may find either temporary or permanent employment in almost any region in the world.

As you work through the activities in this unit, you will find out what some of these job opportunities are and what you may expect to find should you travel to the countries in which they are located.

MAJOR REGIONS OF THE WORLD


Anglo-America
Europe
Soviet Union
Middle East
Orient
Africa
Latin America
Pacific World
0 1000 2000 3000
Equatorial Scale of Miles

COULD YOU LIVE AND WORK IN ARGENTINA?

The following ad appeared in a recent issue of La Nacion. As you read it, underline the skills and personal characteristics which the employer expects of a customer relations director; then complete the form at the right.

CUSTOMER RELATIONS DIRECTOR

Argentine import-export company needs person to work in customer relations department.

Applicant must be able to work well with people and must be in constant contact with salesmen. Should also be a good typist to handle the necessary correspondence. Background in selling and personnel management helpful.

Salary according to qualifications and experience.

Contact: Personnel Consultant, Pego Import-Export Company, Cordoba 1060, Buenos Aires, Argentina.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

2. Explain: "Salary according to qualifications and experience?

____

____

____

Do you think that traveling to Buenos Aires, Argentina to live and work would be an interesting and exciting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you would like to apply for the job with the Pego Import-Export Company, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

IN ARGENTINA, WHERE IS BUENOS AIRES?

Locate where you live in the United States and where Buenos Aires is in Argentina, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Buenos Aires, about how many miles would you travel?______________
2. How would you get there?______________
3. How long will it take you to get there?______________

____

WHAT ABOUT THE CLIMATE?

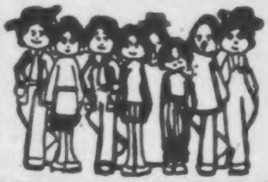
1. What should you know about the seasons in Argentina?______________

____

2. What will you need to wear?______________

____

WHAT ARE THE PEOPLE LIKE?



1. What is the predominant language?______________
2. Some local customs you should know about are:____

____

____

____

WILL YOU FIND HOUSING?

1. Where can you find temporary living accommodations in Buenos Aires?______________
2. What are some of the rates?______________

____

____

HOW LARGE IS THE CITY?

1. What is the population of Buenos Aires?

____

2. How does the size of this city compare with yours?

____

IS THERE LOCAL TRANSPORTATION?

BUENOS AIRES

1. Without an automobile, how could you get around in Buenos Aires?____

2. Before taking an unmetered private taxi, what should you do?____

WHAT COULD YOU DO FOR FUN?

1. In Buenos Aires, what are some of the popular outdoor sports?____

2. In this city, what else could you do for fun?____

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel?____

2. What would you see?____

COULD YOU LIVE AND WORK IN ARGENTINA?

1. On the basis of what you now know, could you live and work in Buenos Aires?____________________

2. Why, or why not?____

COULD YOU LIVE AND WORK IN AUSTRALIA?

The following ad appeared in a recent issue of a Los Angeles, California newspaper. As you read it, underline the skills which the employer wants a programmer to have, then complete the form at the right.

DATA PROCESSING

PROGRAMMER

Expanding manufacturer of electronic products in Sydney, Australia is seeking an individual to assist Data Processing Manager in revising instructions for computers and in writing new ones.

COBOL language is required. Keypunch ability helpful but not essential.

Salary, A$900 per month. Good working conditions and excellent employee benefits.

Send application to: International Australian Enterprises, 4800 Wilshire Street, Los Angeles, California 90005.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

   ____

   ____

   ____

   ____

2. Should you get the job, in US dollars, how much money would you earn each month?

   ____

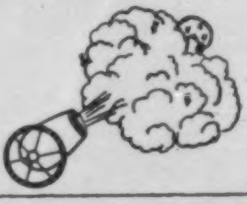
Do you think that traveling to Australia to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 5 to 10 years older than you are now, that you would like to apply for the job described above, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you answer the questions which follow.

IN AUSTRALIA, WHERE IS SYDNEY?

Locate where you live in the United States and where Sydney is in Australia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?



1. If you should go to Sydney, about how many miles would you travel?__________
2. How would you get there?__________
3. How long will it take you to get there?__________

____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Sydney?__________

____

2. What should you wear?__________

____

____

WHAT ARE THE PEOPLE LIKE?

1. What is the predominant language?__________

____

2. Some local customs you should know about are?_____

____

____

WILL YOU FIND HOUSING?

1. Where would you find temporary living accommodations?__________

____

2. What are the rates?__________

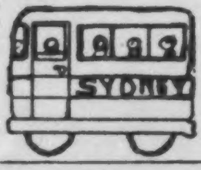
____

HOW LARGE IS THE CITY?

1. About a third of the population of Australia live in Sydney and in what other city?__________
2. What is the population of Sydney?__________
3. How does the size of this city compare with the size of your city?

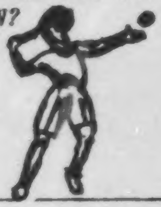
____

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how would you get around in Sydney?
2. Why are ferries important to Sydney?

WHAT COULD YOU DO FOR FUN?



1. What are some popular sports?
2. In Sydney, what else could you do for fun?

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel?
2. What would you see?

COULD YOU LIVE AND WORK IN AUSTRALIA?

1. Could you live and work in Australia?
2. Why, or why not?

COULD YOU LIVE AND WORK IN CANADA?

The following ad appeared in a recent issue of the Globe and Mail, of Toronto, Ontario, Canada. Read it carefully; underline the skills required of a duplicating machine operator for the Canadian Mining Company; then complete the form at the right.

DUPLICATING MACHINE OPERATOR

Must be able to operate Xerox, mimeograph, offset, liquid, and Thermo-Fax copying equipment.

An experienced candidate is preferred but will consider a recent high school graduate who has had the necessary training.

If you want to work for a progressive and expanding company, contact Steven Walt, Personnel Manager, THE CANADIAN MINING COMPANY, 43 Eglinton Avenue West, Toronto, Ontario, M4R, 1K8.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. If you were ready to accept this job, what would you expect to receive as a weekly salary?

____

Should you travel to Toronto to live and work for any length of time, do you think that you would find the experience interesting and exciting? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are seriously thinking about applying for the job with the Canadian Mining Company, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you answer the questions which follow.

TORONTO, WHERE IS IT?

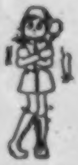
Locate where you live in the United States and where Toronto is in Canada, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Toronto, about how many miles would you travel?____________________
2. How would you get there?____________________
3. How long will it take you to get there?____________________

____

WHAT ABOUT THE CLIMATE?



1. What is the weather like in Toronto?____________________

____

2. What will you need to wear?____________________

____

____

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages?____________________

____

2. Some local customs you should know about are:____

____

____

WILL YOU FIND HOUSING?

1. In Toronto, where can you find temporary living accommodations?____________________

____

2. What are some of the rates?____________________

____

HOW LARGE IS THE CITY?

1. What is the population of Toronto?____________________
2. How does the size of this city compare with that of other cities in Canada?____________________

____

3. How does the population of Toronto compare with the population of your city?____________________

IS THERE LOCAL TRANSPORTATION?

1. Without an automobile, how could you get around in Toronto? ____________________

2. Should you have to travel to one of the suburban districts, which transportation system would you use? ____________________

WHAT COULD YOU DO FOR FUN?

1. In Toronto, what are some of the popular outdoor sports? ____________________

2. What else could you do for fun? ____________________

WHAT ABOUT SIGHT-SEEING?

1. On weekends, where could you travel? ____________________

2. What would you see? ____________________

COULD YOU LIVE AND WORK IN TORONTO?

1. On the basis of what you now know, would you want to live and work in Toronto? ____________________

2. Why, or why not? ____________________

COULD YOU LIVE AND WORK IN CZECHOSLOVAKIA?

The following ad appeared in a recent issue of the Chicago Tribune. Read it carefully; underline the special skills or training required of a Marketing Research Worker for the Midwest Marketing Association, then complete the form at the right.

MARKETING RESEARCH WORKER

Large Chicago marketing association needs qualified person to handle its operations in Prague, Czechoslovakia.

Duties will include interviewing local businessmen to determine their interests in certain U.S. manufactured goods, to check on their use and satisfaction with other US produced goods, and to summarize all findings in report form.

Applicants should be college graduates with special training in speech, English composition, selling, psychology, business statistics, and economics.

Salary, $15,000 to $25,000 per year, plus travel allowance.

Send applications to: Personnel Manager, Midwest Marketing Association, 650 North Wells, Chicago, Illinois 60610.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. While in college, what should be your major and area of concentration?

____

____

____

____

Do you think that traveling to Prague, Czechoslovakia, to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job with the Midwest Marketing Association, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you complete the exercises which follow.

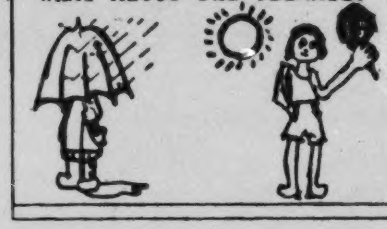
PRAGUE, WHERE IS IT?

Locate where you live in the United States and where Prague is in the country of Czechoslovakia, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Prague, how many miles would you travel?____________________
2. How would you get there?____________________
3. How long will it take you to get there?____________________

WHAT ABOUT THE CLIMATE?



1. What is the weather like in Prague?____________________
2. What will you need to wear?____________________

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages?____________________
2. Some favorite foods are:____________________

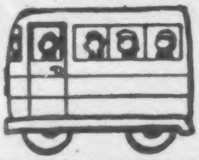
WILL YOU FIND HOUSING?

1. Where would you find temporary living accommodations?____________________
2. What are the rates?____________________

HOW LARGE IS THE CITY?

1. What is the population of Prague?____________________
2. What are some of the complaints about living in this city?____________________

IS THERE LOCAL TRANSPORTATION?



1. Some means of public transportation are: __________

____

2. What should you know about purchasing tickets on trams? __________

____

WHAT COULD YOU DO FOR FUN?

1. Some popular outdoor sports are: __________

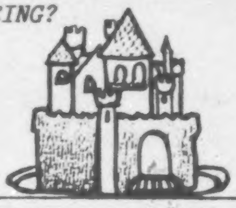
____

2. In Prague, what else could you do for fun? __________

____

____

WHAT ABOUT SIGHT-SEEING?



1. During weekends, where could you travel? __________

____

2. What would you see? __________

____

____

COULD YOU LIVE AND WORK IN CZECHOSLOVAKIA?

1. On the basis of what you now know, could you live and work in Prague, Czechoslovakia? __________

2. Why, or why not? __________

____

____

____

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____

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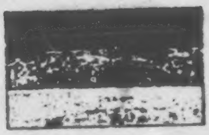
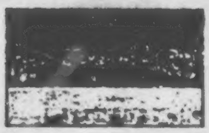
____



COULD YOU LIVE AND WORK IN GERMANY



The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the skills needed by receptionists at the Hotel Hohn in Frankfurt, Germany; then complete the form at the right.

SUMMER EMPLOYMENT OPPORTUNITIES

Large hotel needs two RECEPTIONISTS to make reservations, answer enquiries, do some typing, and operate a telex machine.

Fluent spoken German is essential and applicants must be at least 18 years of age.

Positions are available throughout the summer. Applicants should be available for at least two months.

Salary, about £85 a month. Accommodation and board are available in the hotel at £13 a month.

Send applications to Hermann Hirsch, HOTEL HOHN, 8900 Frankfurt 16, Germany.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. If you were ready to accept this job, in US dollars, how much would you earn per month?

____

Should you travel to Frankfurt, Germany to live for any length of time, do you think that you would find the experience interesting and exciting? Would you be happy there? Imagine that you are about five years older than you are now, that you are giving serious consideration to accepting the job at the Hotel Hohn, and that you must find the answers to some important questions.

Use a basic text, travel guide, an atlas, or other kinds of references as you complete the exercises which follow.

FRANKFURT, WHERE IS IT?

Locate where you live in the United States and where Frankfurt is in Germany, then draw a line connecting the two cities.

HOW WOULD YOU TRAVEL?

1. Should you go to Frankfurt am Main, about how many miles would you travel? ____________________
2. How would you get there? ____________________
3. How long will it take you to get there? __________

____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Frankfurt am Main?

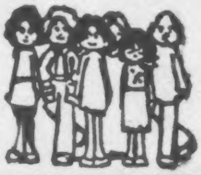
____

2. What will you need to wear? ____________________

____

____

WHAT ARE THE PEOPLE LIKE?



1. What are the predominant languages? ____________________

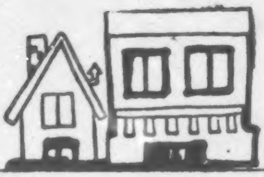
____

2. Some local customs you should know about are: ____

____

____

WILL YOU FIND HOUSING?



1. In Frankfurt am Main, where can you find temporary living accommodations? ____________________

____

2. What are some of the rates? ____________________

____

HOW LARGE IS THE CITY?

1. What is the population of Frankfurt am Main? ______

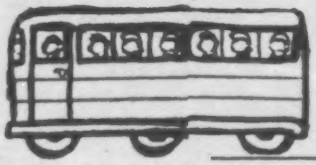
____

2. How does the size of this city compare with the size of your city?

____

3. Two special problems in Frankfurt am Main are:

IS THERE LOCAL TRANSPORTATION?



1. What are some means of public transportation? ____________________
2. What should you know about bus fares in this city? ____________________

WHAT COULD YOU DO FOR FUN?

1. Some of the popular outdoor sports are: ____________________
2. In Frankfurt am Main, what else could you do for fun? ____________________

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? ____________________
2. What would you see? ____________________

COULD YOU LIVE AND WORK IN FRANKFURT am MAIN?

1. On the basis of what you now know, could you live and work in Frankfurt am Main? ____________________
2. Why, or why not? ____________________

COULD YOU LIVE AND WORK IN HONG KONG?

The following ad appeared in a recent issue of the Hong Kong Standard. As you read it, underline the skills and knowledges which the employer is looking for in a bookkeeper; then answer the questions in the box at the right.

BOOKKEEPER WANTED

Must be able to type and must have an acceptable knowledge of written English and Chinese.

Salary commensurate with qualifications and experience.

Fringe benefits: Cost of living allowance, life insurance, and medical benefits.

Send application in own handwriting in both English and Chinese with recent photo to P.O. Box R-4266, HONG KONG.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. Explain: "Salary commensurate with experience."

____

____

Do you think that traveling to Hong Kong to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are giving serious consideration to applying for the job described in the ad, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

HONG KONG, WHERE IS IT?

Locate where you live in the United States and where Hong Kong is in the Orient, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Hong Kong, about how many miles would you travel?________________
2. How would you get there?________________
3. How long will it take you to get there?________________

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Hong Kong?________________
2. What will you need to wear?________________

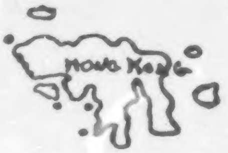
WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages?________________
2. Most of the local people are employed in what industries?________________

WILL YOU FIND HOUSING?

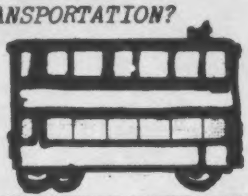
1. Where could you find temporary living accommodations?________________
2. What are some of the rates?________________

HOW LARGE IS THE COLONY?



1. The Colony of Hong Kong consists of how many islands?________________
2. What is the total population?________________
3. Hong Kong probably has what kinds of problems?________________

IS THERE LOCAL TRANSPORTATION?



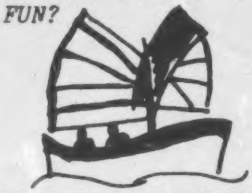
1. In Hong Kong, what are some means of public transportation?____________________

____

2. What should you know about rickshaws?__________

____

WHAT COULD YOU DO FOR FUN?



1. What are some popular outdoor sports?__________

____

2. In Hong Kong, what else could you do for fun?___

____

____

WHAT ABOUT SIGHT-SEEING?

1. Should you take a water tour, where could you go?

____

____

2. What would you see?____________________

____

COULD YOU LIVE AND WORK IN HONG KONG?

1. On the basis of what you now know, could you live and work in Hong Kong?____________

2. Why, or why not?____________________

____

____

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____

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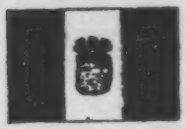
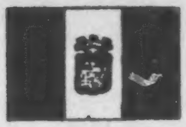


COULD YOU LIVE AND WORK IN ITALY?



The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the skills and personal characteristics required of a cashier at Bonne's Restuarant in Milan, Italy; then complete the form at the right.

CASHIER

Restuarant catering to a large number of German, American, and British tourists needs a cashier who can speak German, English, and Italian.

Applicant must be at least 18 years old, good with figures, and have a pleasant disposition. Knowledge of Italian required; French and German helpful.

Salary, 81,900 Lire per month. Free board and accommodation. Minimum period of work, two months between 1st June and 30th September.

Send application to Antonio Ponti, BONNE'S RESTUARANT, Via Morin 46, Milan, Italy.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

   ____

   ____

   ____

2. Should you get the job, in US dollars, how much money would you earn each month?

   ____

Do you think that traveling to Milan, Italy to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about four or five years older than you are now, that you are giving serious consideration to applying for the job at Bonne's Restuarant, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

IN ITALY, WHERE IS MILAN?

Locate where you live in the United States and where Milan is in Italy, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. Should you go to Milan, about how many miles would you travel?________________
2. How would you get there?________________
3. How long will it take you to get there?________________
____

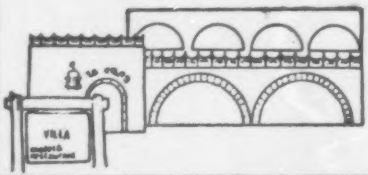
WHAT ABOUT THE CLIMATE?

1. What is the weather like in Milan?________________
____
2. What should you wear?________________
____
____

WHAT ARE THE PEOPLE LIKE?

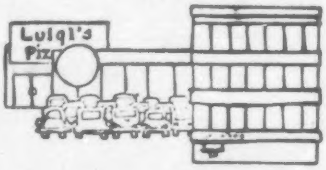
1. What are the predominant languages?________________
____
2. Some local customs you should know about are:
____
____

WILL YOU FIND HOUSING?



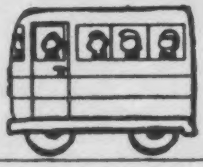
1. Where could you find temporary living accommodations?________________
2. What are the rates?________________
____
____

HOW LARGE IS THE CITY?



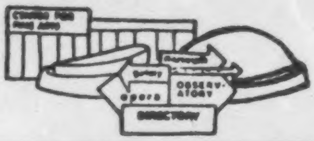
1. What is the population of Milan?________________
2. How does the size of this city compare with the size of your city?
____
3. Milan has what kinds of problems?________________
____

IS THERE LOCAL TRANSPORTATION?



1. Without an automobile, how would you get around? ____________________
2. What is the cost of riding on the subway? ____________________

WHAT COULD YOU DO FOR FUN?



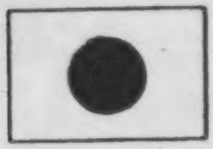
1. Some popular outdoor sports are? ____________________
2. In Milan, what else could you do for fun? ____________________

WHAT ABOUT SIGHT-SEEING?

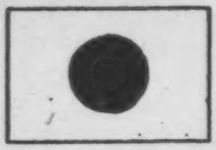
1. During weekends, where could you travel? ____________________
2. What would you see? ____________________

COULD YOU LIVE AND WORK IN ITALY?

1. Could you live and work in Milan, Italy? ____________________
2. Why, or why not? ____________________



COULD YOU LIVE AND WORK IN JAPAN?



The following ad appeared in a recent issue of the Japan Times. As you read it, underline the duties which will be required of the purchasing agent; then complete the form at the right.

PURCHASING AGENT

Large American company needs qualified person. Duties will include: interviewing vendors; buying electronic products such as radios, tapes, and stereos; keeping records of purchases and deliveries; and approving bills for payment.

Position is based in Tokyo but will require travel throughout the Orient and the United States. Salary, ¥150,000 per month plus bonus for performance.

Contact Mr. Steen in Tokyo, 434-8021, to arrange for an interview.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. In US dollars, how much money would you earn per month.

____

Do you think that traveling to Tokyo to live and work would be an exciting and interesting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job as purchasing agent, and that you must find the answers to some important questions.

Use a basic text, travel guide, an atlas, or other kinds of references as you work on the exercises which follow.

TOKYO, WHERE IS IT.

Locate where you live in the United States and where Tokyo is in Japan, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Tokyo, about how many miles would you travel? ______________________
2. How would you get there? ______________________
3. How long will it take you to get there? ______________________

____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Tokyo? ______________________

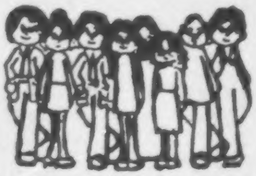
____

2. What will you need to wear? ______________________

____

____

WHAT ARE THE PEOPLE LIKE?



1. What is the predominant language? ______________________
2. Some local customs you should know about are? ______________________

____

____

____

WILL YOU FIND HOUSING?

1. Where could you find temporary living accommodations? ______________________

____

2. What are some of the rates? ______________________

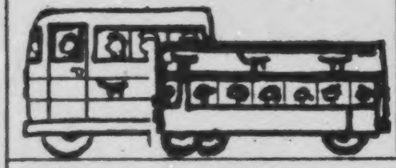
____

HOW LARGE IS THE CITY?

1. What is the population of Tokyo? ______________________
2. How does the size of this city compare with the size of your city? ______________________
3. Tokyo probably has what kinds of problems? ______________________

____

IS THERE LOCAL TRANSPORTATION?



1. Without a car, how would you get around in Tokyo?
2. On subway trains, how are fares determined?______

WHAT COULD YOU DO FOR FUN?

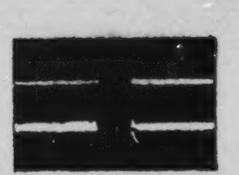
1. Some popular outdoor sports are:_______________
2. In Tokyo, what else could you do for fun?_______

WHAT ABOUT SIGHT-SEEING?

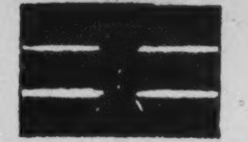
1. During weekends, where could you travel?________
2. What would you see?________________________

COULD YOU LIVE AND WORK IN TOKYO?

1. On the basis of what you now know, would you want to live and work in Tokyo?________________
2. Why, or why not?________________________________



COULD YOU LIVE AND WORK IN KENYA?



The following ad appeared in a recent issue of the East African Standard. As you read it, underline the requirements which the employer expects of an administrative assistant, then complete the form at the right.

ADMINISTRATIVE ASSISTANT

REQUIRED by well-established national company, with head office in Nairobi.

Candidate must be under 45 years old, have some knowledge of handling personnel and customers, deposits both large and small, and real estate loans.

Terms of service: Permanent in the scale of £1,095 to 2,000 per year, depending on qualifications and experience.

Applications should be addressed to: The General Manager, Kenya Soda Manufacturers, PO Box 14758, Nairobi.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

   ____

   ____

   ____

2. Should you get the job, in US dollars, how much money would you earn per year?

Do you think that traveling to Kenya to live and work would be an interesting and exciting experience? Would you be happy there? Imagine that you are about 10 years older than you are now, that you would like to apply for the job as administrative assistant for the Kenya Soda Manufacturers, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you work on the exercises which follow.

IN AFRICA, WHERE IS NAIROBI, KENYA?

Locate where you live in the United States and where Nairobi is in Kenya, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Nairobi, about how many miles would you travel?______________________
2. How would you get there?______________________
3. How long will it take you to get there?__________
____

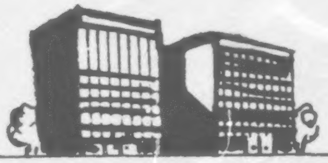
WHAT ABOUT THE CLIMATE?

1. What is the weather like in Nairobi?__________
____
____
2. What will you need to wear?______________________
____

WHAT ARE THE PEOPLE LIKE?

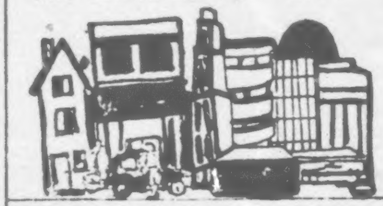
1. What are the official languages?__________
____
2. Some local customs you should know about are:____
____
____

WILL YOU FIND HOUSING?



1. In Nairobi, where can you find temporary living accommodations?______________________
____
2. What are some of the rates?______________________
____

HOW LARGE IS THE CITY?



1. What is the population of Nairobi?__________
2. How does the size of this city compare with the size of your city?
____
3. Nairobi has what kinds of problems?__________
____

IS THERE LOCAL TRANSPORTATION?

1. What means of public transportation could you expect to find in Nairobi?______________________
2. If you should plan to do much driving in the city, what should you rent or buy?______________________

WHAT COULD YOU DO FOR FUN?

1. What are some of the popular outdoor sports?______________________
2. In Nairobi, what else could you do for fun?______________________

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel?______________________
2. What would you see?______________________

COULD YOU LIVE AND WORK IN KENYA?

1. On the basis of what you now know, could you live and work in Nairobi, Kenya?______________________
2. Why, or why not?______________________

COULD YOU LIVE AND WORK IN LONDON?

The following ad appeared in a recent issue of the London Times. Read it carefully; underline the skills, personal characteristics, and knowledges which the employer is looking for in a secretary; then complete the form at the right.

TALENTED TOP SECRETARY

to work for a leading executive of a major company with well established contacts. This appointment covers the whole range of secretarial duties in a busy office. Shorthand and typing are essential as are personal maturity and initiative. A knowledge of French and German would be very useful.

The starting salary, per year, will be about £2,500; the working conditions are excellent.

Qualified persons should contact Miss Carol Wells (A.660), PBA ADVERTISING CO., 37 Stratton Street, London W2X 6DB.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

2. If you were ready to accept this job, in US dollars, how much would you earn per year?

____

Should you travel to London to live for any length of time, do you think that you would find the experience exciting? Would you be happy there? Imagine that you are 10 years older than you are now, that you are giving serious consideration to accepting the job with the PBA Advertising Company, and that you must find the answers to some important questions.

Use a basic text, an atlas, a globe, or other kinds of references as you complete the exercises which follow.

LONDON, WHERE IS IT?

Locate where you live in the United States and where London is in England, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to London, about how many miles would you travel: ______________________
2. How would you get there? ______________________
3. How long will it take you to get there? __________

____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in London? __________

____

2. What kinds of clothing should you take with you? ______________________

____

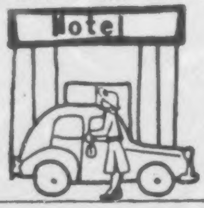
WHAT ARE THE PEOPLE LIKE?

1. What is the predominant language? __________
2. What are some local customs you should know about? ______________________

____

____

WILL YOU FIND HOUSING?



1. Until you find a permanent place to live, where could you stay? ______________________

____

2. About what would you have to pay for rent? ______

____

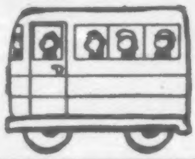
HOW LARGE IS THE CITY?

THE DELTA BANK
PARKING

1. What is the population of London? __________
2. How does the size of this city compare with that of your city? ______________________
3. What kinds of problems could you expect to find in a city of this size? ______________________

____

IS THERE LOCAL TRANSPORTATION?



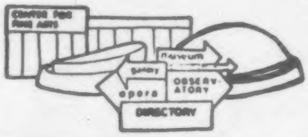
1. What kind of public transportation could you expect to find? ________________________

____

2. Should you use bus transportation, how will your fare be determined? ________________________

____

WHAT COULD YOU DO FOR FUN?


CENTER FOR FINE ARTS
museum
OBSERV-ATORY
opera
DIRECTORY

1. What are some of the popular outdoor sports? ____

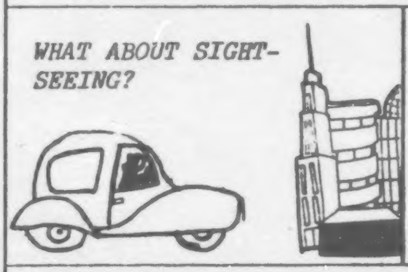
____

2. What else might you do for recreation? ________

____

____

WHAT ABOUT SIGHT-SEEING?



1. On weekends, where could you travel? __________

____

2. What could you expect to see? ________________

____

____

COULD YOU LIVE AND WORK IN LONDON?

1. On the basis of what you now know, would you accept a job in London? ________________

2. Why, or why not? ________________________

____

____

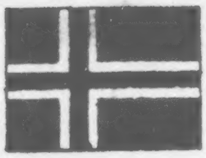
____

____

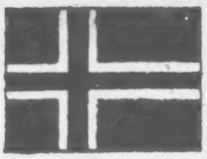
____

____

____



COULD YOU LIVE AND WORK IN NORWAY?



The following ad appeared in a recent issue of the Directory of Overseas Summer Jobs. Read it carefully; underline the requirements for salespeople at the Lindstrom Hotel in Oslo, Norway; then answer the questions in the box at the right.

SPEND YOUR SUMMER IN NORWAY

Hotel needs four SALESPEOPLE for gift shop. Must have had some training and previous experience.

All staff will be expected to work 7 hours a day, 6 days a week. Overtime will be occasionally required.

Salary, £112 per month, taxed at approximately 30%. Board and accommodation provided at £13 a month. Minimum period of work, two months between 30th April and 30th September.

Send applications to Utne Vagamo, LINDSTROM HOTEL, Id Melgate 1, Oslo 2, Norway.

QUESTIONS

1. If you would like to prepare for this position while in high school, what courses should you take?

____

____

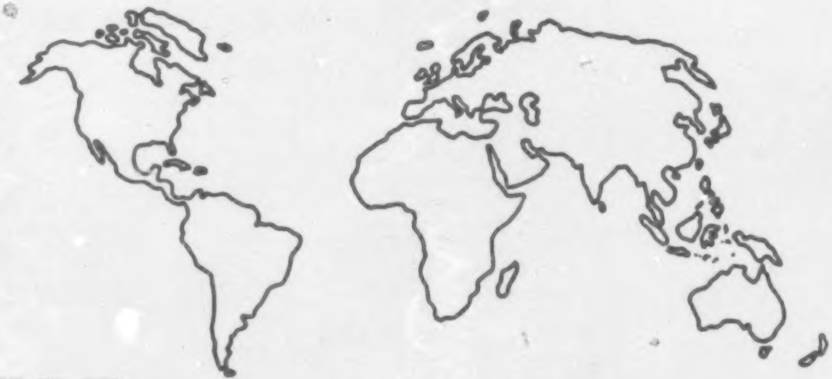
____

2. Should you get the job, how much money (in US dollars) would you earn each month?

____

Should you travel to Oslo, Norway to live for any length of time, do you think that the experience would be exciting? Would you be happy there? Imagine that you are four to five years older than you are now, that you are giving serious consideration to applying for the job at the Lindstrom Hotel, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references as you work on the exercises which follow.



OSLO, WHERE IS IT?

Locate where you live in the United States and where Oslo is in Norway, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should go to Oslo, about how many miles would you travel?____________________
2. How would you get there?____________________
3. How long would it take you to get there?____________________

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Oslo?____________________
2. What will you need to wear?____________________

WHAT ARE THE PEOPLE LIKE?

1. What are the predominant languages?____________________
2. Some local customs you should know about are:____________________

WILL YOU FIND HOUSING?

1. In Oslo, where can you find temporary living accommodations?____________________
2. What are some of the rates?____________________

HOW LARGE IS THE CITY?

1. What is the population of Oslo?____________________
2. How does the size of Oslo compare with that of other cities in Norway?____________________
3. How does the size of Oslo compare with that of your city?____________________

IS THERE LOCAL TRANSPORTATION?

1. Without an automobile, how could you get around in Oslo?______

2. On a tram, how would your fare be determined?______

WHAT COULD YOU DO FOR FUN?

1. In Oslo, what are some of the popular outdoor sports?______

2. What else could you do for fun?______

WHAT ABOUT SIGHT-SEEING?

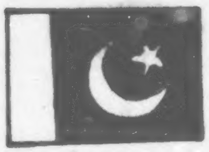
1. During weekends, where could you travel?______

2. What would you see?______

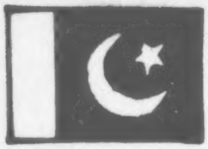
COULD YOU LIVE AND WORK IN NORWAY?

1. On the basis of what you now know, could you live and work in Oslo, Norway?______

2. Why, or why not?______



COULD YOU LIVE AND WORK IN PAKISTAN?



The following ad appeared in a recent issue of the Pakistan Times. Read it carefully; underline the skills and personal qualifications required of an accountant for Pakistan Airways, then complete the form at the right.

YOUNG ACCOUNTANT WANTED

If you have had training in business management and accounting and are under 30 years of age, we can provide you with a career opportunity to develop into a junior office manager.

The job requires an energetic, ambitious, and hard-working person who is capable of undertaking independent responsibilities.

The emolument is Rs. 2,900 plus insurance and travel benefits.

Send application with two recent passport size photographs to the Employment Officer, Pakistan Airways, Karachi Airport.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

____

____

____

____

2. In US dollars, how much money would you earn per year?

____

Do you think that living and working in Karachi, Pakistan would be an exciting and interesting experience. Would you be happy there? Imagine that you are about 10 years older than you are now, that you are giving serious consideration to applying for the job of accountant for the Pakistan Airways, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

KARACHI, WHERE IS IT?

Locate where you live in the United States and where Karachi is in Pakistan, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

1. If you should travel to Karachi, about how many miles would you travel? ____________
2. How would you get there? ____________
3. How long will it take you to get there? ____________

____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Karachi? ____________

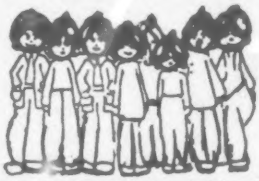
____

2. What will you need to wear? ____________

____

____

WHAT ARE THE PEOPLE LIKE?



1. What are the predominant languages? ____________

____

2. Most Pakistanis are engaged in what industry? ____________

____

WILL YOU FIND HOUSING?

1. In Karachi, where can you find temporary living accommodations? ____________
2. What are the rates? ____________

____

____

HOW LARGE IS THE CITY?

1. What is the population of Karachi? ____________
2. How does the size of this city compare with that of your city? ____________
3. Karachi has been described as being: ____________

____

IS THERE LOCAL TRANSPORTATION?

1. Some means of public transportation in Karachi are: ______
2. In Pakistan, what are "victorias"? ______

WHAT COULD YOU DO FOR FUN?

1. Some popular sports in Karachi are: ______
2. What else would you want to do for fun? ______

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? ______
2. What would you see? ______

COULD YOU LIVE AND WORK IN PAKISTAN?

1. Could you live and work in Karachi? ______
2. Why, or why not? ______

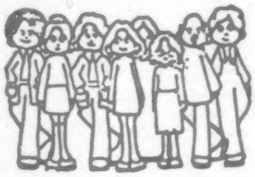
HOW WOULD YOU TRAVEL?

1. If you should go to Moscow, about how many miles would you travel?____________________
2. How would you get there?____________________
3. How long will it take you to get there?__________
____

WHAT ABOUT THE CLIMATE?

1. The climate in Moscow is similar to what part of the United States?____________________
2. What will you need to wear?____________________
____
____

WHAT ARE THE PEOPLE LIKE?



1. What are the predominant languages?______________
____
2. Some local customs you should know about are:___
____
____

WILL YOU FIND HOUSING?

1. Where can you find temporary living accommodations?____________________
____
2. What are the rates?____________________
____

HOW LARGE IS THE CITY?

1. What is the population of Moscow?______________
2. How does the size of this city compare with the size of your city?____________________
3. The city of Moscow has been described as:_______
____

COULD YOU LIVE AND WORK IN RUSSIA?

The following ad appeared in a recent issue of a Moscow newspaper. Read it carefully; underline the duties expected of a foreign exchange teller for the State Bank of Moscow, then complete the form at the right.

FOREIGN EXCHANGE TELLERS

Large bank needs capable person to handle foreign deposit accounts, letters of credit, and drafts drawn on foreign banks and to sell travelers checks to foreign customers.

Applicants must speak Russian, French, and English and will be expected to use calculating and bookkeeping machines.

Salary, R116 per week.

Send applications to: Personnel Manager, State Bank of Moscow, Neglinnaya 18, Moscow K 16.

QUESTIONS

1. If you would like to prepare for this job while in high school, what are some courses that you could take?

   ____

   ____

   ____

2. In US dollars, how much money would you earn per week?

   ____

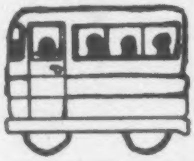
Do you think that traveling to live and work in Moscow would be an exciting and interesting experience? Would you be happy there? Imagine that you are about ten years older than you are now, that you are giving serious consideration to applying for the job at the State Bank of Moscow, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you complete the exercises which follow.

MOSCOW, WHERE IS IT?

Locate where you live in the United States and where Moscow is in Russia, then draw a line connecting the two places.

IS THERE LOCAL TRANSPORTATION?

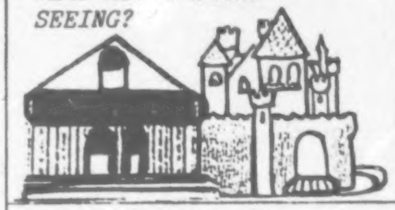


1. Moscow has what kind of public transportation?
____
____
2. If you should want to rent a car, what will you need? ______________________________

WHAT COULD YOU DO FOR FUN?

1. In Moscow, what are some of the popular sports?
____
2. What else would you want to do for fun? __________
____
____

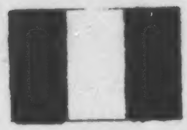
WHAT ABOUT SIGHT-SEEING?



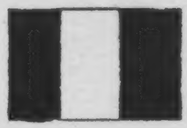
1. During weekends, where could you travel? __________
____
2. What would you see? ______________________________
____
____

COULD YOU LIVE AND WORK IN RUSSIA?

1. On the basis of what you now know, would you accept a job in Moscow? ______________________________
2. Why, or why not? ______________________________
____
____
____
____
____
____
____



COULD YOU LIVE AND WORK IN TAHITI?



The following ad appeared in a recent issue of the San Francisco Examiner. As you read it, underline the skills which the employer expects a clerk-typist to have, then complete the form at the right.

CLERK-TYPIST

Position available for intelligent person who can spend the months of July and August in Tahiti.

Applicants must have a minimum typing speed of 50 wpm and must be able to speak English and French.

Duties will include: typing letters and travel forms, answering the telephone, and helping tourists with travel plans.

For more information, write to: Tahiti International Tourist Services, 425 Geary Street, San Francisco, California 84102.

QUESTIONS

1. If you would like to prepare for this job while in high school, what courses should you take?

   ____

   ____

2. Personal characteristics of a clerk-typist for a tourist agency should include:

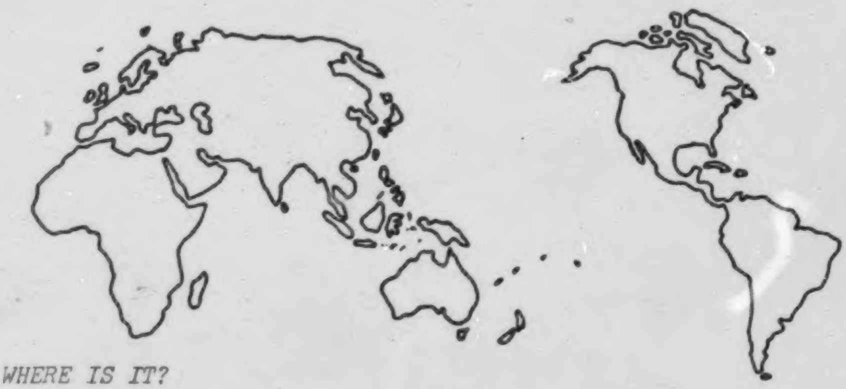
   ____

   ____

   ____

Do you think that living and working in Tahiti would be an exciting and interesting experience? Would you be happy there? Imagine that you are 5 to 10 years older than you are now, that you want to apply for the job described in the ad, and that you must find the answers to some important questions.

Use a basic text, a travel guide, an atlas, or other kinds of references to help you with the exercises which follow.



TAHITI, WHERE IS IT?

Locate where you live in the United States and where Tahiti is in the South Pacific, then draw a line connecting the two places.

HOW WOULD YOU TRAVEL?

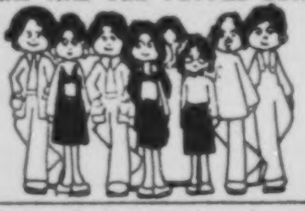
1. Should you go to Tahiti, about how many miles would you travel?______________________
2. How would you get there?______________________
3. Hong long will it take you to get to Tahiti?____
____

WHAT ABOUT THE CLIMATE?

1. What is the weather like in Tahiti?__________
____

3. What should you wear on the island?__________
____
____

WHAT ARE THE PEOPLE LIKE?



1. What are the predominant languages?__________
____

2. Most of the local people are engaged in what occupations?______________________
____

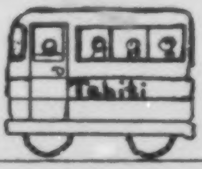
WILL YOU FIND HOUSING?

1. In Tahiti, where can you find temporary living accommodations?______________________
2. What are some of the rates?______________________
____
____

HOW LARGE IS THE ISLAND?

1. What is the population of Tahiti?__________
2. What is the name and population of its largest city?______________________
____

IS THERE LOCAL TRANSPORTATION?



1. What means of public transportation will you find in Tahiti? ______________________________

2. How would you get to other islands? ______________________________

WHAT COULD YOU DO FOR FUN?

1. What are some of the popular outdoor sports? ______________________________

2. What else would you want to do for fun? ______________________________

WHAT ABOUT SIGHT-SEEING?

1. During weekends, where could you travel? ______________________________

2. What would you see? ______________________________

COULD YOU LIVE AND WORK IN TAHITI?

1. Could you live and work in Tahiti? ______________________________
2. Why, or why not? ______________________________

You will go to the Church of England!
What shall we do?

USING THE VALUING PROCESS TO ANALYZE HISTORICAL AND CONTEMPORARY PROBLEMS

PURPOSE OF THIS UNIT:

The primary purpose of this unit is to help students learn to use the *valuing process* when faced with personal decisions or choices, especially career and career preparation choices.

The unit is also designed to illustrate the similarity of decision situations and decision processes in historical times, in present times, and in our personal lives today. Thus, this unit provides an excellent opportunity to illustrate to students how a knowledge of history, especially a knowledge of decisions people in the past have made and the consequences of their decisions, can give us a better perspective from which to make our own personal decisions.

At the conclusion of this unit, students are given an opportunity to practice making career-related decisions by using the *valuing process*.

WHAT IS VALUING?

Valuing is a process in which a person, faced with the need to make a choice or decision,

(1) identifies alternatives available;
(2) weighs the various alternatives in terms of the probable consequences of each;
(3) chooses or decides among the alternatives;
(4) initiates action necessary to implement the choice; and
(5) re-evaluates the choice later, in light of new experiences or information.

A form of valuing occurs every time we make a *conscious* choice or decision. By helping students become aware of the steps in the valuing process, we enable them to make their own choices and decisions in a more logical, rational way.

UNIT MATERIALS AND PROCEDURES:

This unit contains seven transparencies[1], three of which portray people in situations which require them to make decisions or choices. One of the three situations portrayed occurred in historical times, one in recent times, and one is a career-related situation that students themselves might encounter today. Three of the other four transparencies illustrate the various choices that the people in each situation made. The last transparency contains questions that lead students through the entire valuing process by asking them to project into the future and practice making career decisions with which they will someday be faced.

Procedures

The procedures below should be completed prior to the class period in which this unit is to be used:

1. Make transparencies from the seven transparency masters, which are the white pages at the end of this unit. (Note: If you prefer, you can use the masters to make student packets rather than transparencies. If you use student packets, follow the same procedures as for transparencies, working through the packet with students page by page.)
2. Read through the teacher's key (pages 95-101) for specific suggestions for discussing each transparency.

The procedures for using this unit in class are as follows:

1. A - Show the first transparency, which depicts King James telling English citizens that they must support the Church of England. Students are asked to answer three questions shown on the transparency. The first two questions relate to the historical setting, and the third question begins the valuing process by asking students to name alternatives available to the English citizens.

   As you show this and the other transparencies, cover the questions on the bottom half of the transparency with a slip of paper. Uncover and discuss the first question; then the second; and so forth until all questions have been uncovered and discussed.

   B - Show and discuss the second transparency, which illustrates various choices English men and women made as a result of the king's decree.

---

[1] This unit contains masters from which transparencies can be made (pages 102-108), but not the actual transparencies. If you prefer not to use transparencies, you can duplicate the masters on plain white paper and distribute copies to students in packet form.

2. A - Show the third transparency, which depicts three people in Los Angeles in the 1960's listening to a radio broadcast advising people to stay in their homes due to the dangers of air pollution. As in the first transparency, the final question on the transparency concerns the alternatives available to citizens when the air of the community in which they live becomes dangerously polluted.

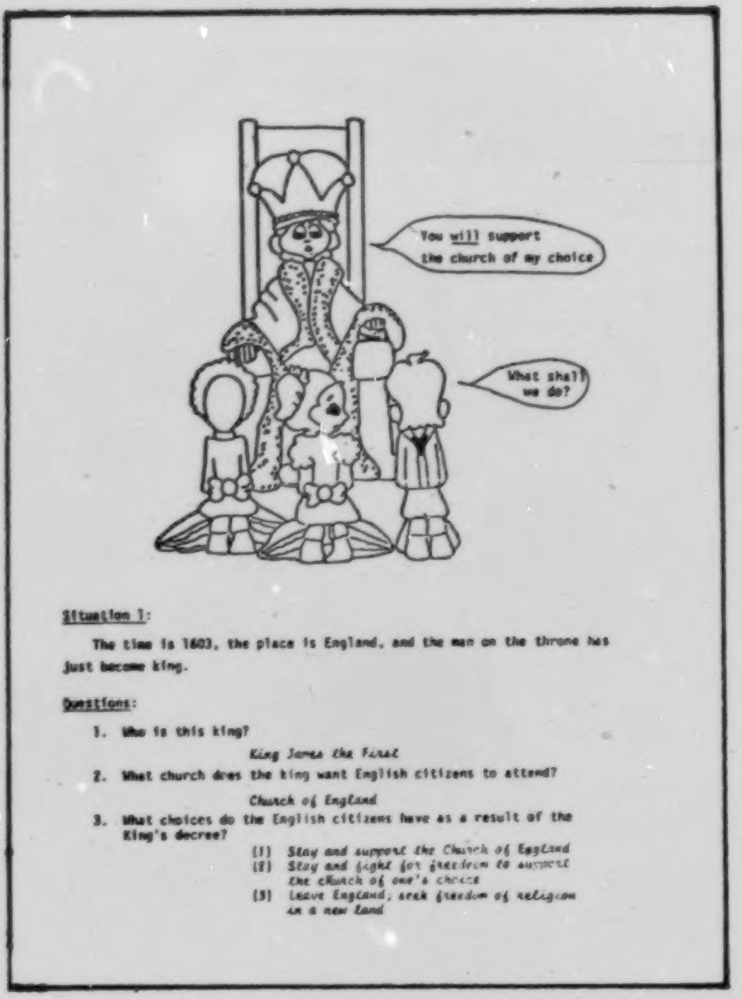
   B - Show the fourth transparency, which illustrates various choices people in Los Angeles made as a result of the dangerous state of air pollution. As recommended in the teacher's key, discuss the similarity of the choices made by these people and the choices made by people in the time of King James.

3. A - Show the fifth transparency, which depicts a situation in which a school counselor is telling students that they must transfer to another school if they want to take vocational courses.

   B - Show the sixth transparency, which illustrates various choices that the students made as a result of hearing that they could not take vocational courses at their home school. Point out that the *valuing process* students in this situation went through is the same as the valuing process that people went through in the situations portrayed in transparencies 1 and 3.

4. A - Show the seventh and last transparency, which depicts a man applying for a job. Ask students to project into their futures, think of career decisions that they will soon have to make, and then use the valuing process to arrive at tentative career decisions.

Key and Discussion Guide to Transparency # 1:


You will support the church of my choice
What shall we do?

Situation 1:

The time is 1603, the place is England, and the man on the throne has just become king.

Questions:

1. Who is this king?

   King James the First

2. What church does the king want English citizens to attend?

   Church of England

3. What choices do the English citizens have as a result of the King's decree?

   (1) *Stay and support the Church of England*
   (2) *Stay and fight for freedom to support the church of one's choice*
   (3) *Leave England, seek freedom of religion in a new land*

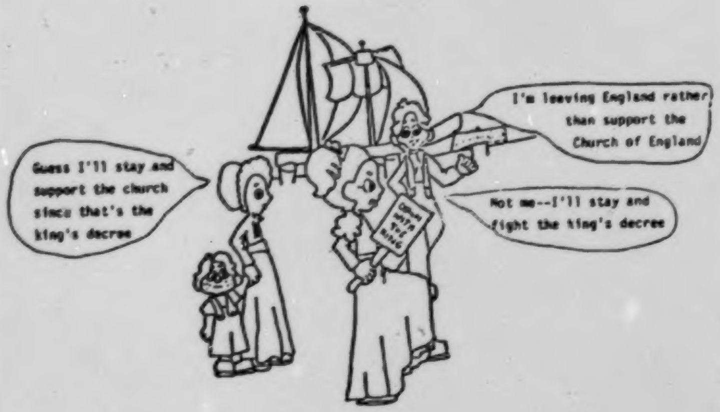
From the information given on transparency #1, students should know that the king is King James the 1st and that the church he expects all English citizens to support is the Church of England. If you wish, develop a discussion of the political and social situation in England during the early years of the 17th century.

Point out to students that in answering the last question, they are beginning the *valuing process* (identifying alternative choices available).

In answering the last question, students should name at least these three basic choices available to citizens in the situation shown:

(1) stay in England and support the Church of England
(2) stay in England, but fight for freedom to support any churches they choose
(3) leave England

Key and Discussion Guide to Transparency # 2:


Guess I'll stay and support the church since that's the king's decree
I'm leaving England rather than support the Church of England
Not me--I'll stay and fight the king's decree

Shown above are some choices that English men and women made as a result of the king's decree that they support the Church of England.

Questions:

1. What do you think might have been the consequences of the choice made by each person shown above?
   Man: must leave friends and family to face an uncertain future.
   Woman with sign: May have to pay for her dissent with her life or freedom.
   Woman with child: Must give up personal religious freedom; faces frustratio
2. Considering the probable consequences, which alternatives would you have chosen if you had been told you must support the Church of England?

   Answers will vary. Ask students to give reasons for their choices. Answers should relate to consequences named in response to question # 1.
3. What action would you have had to take as a result of your choice?

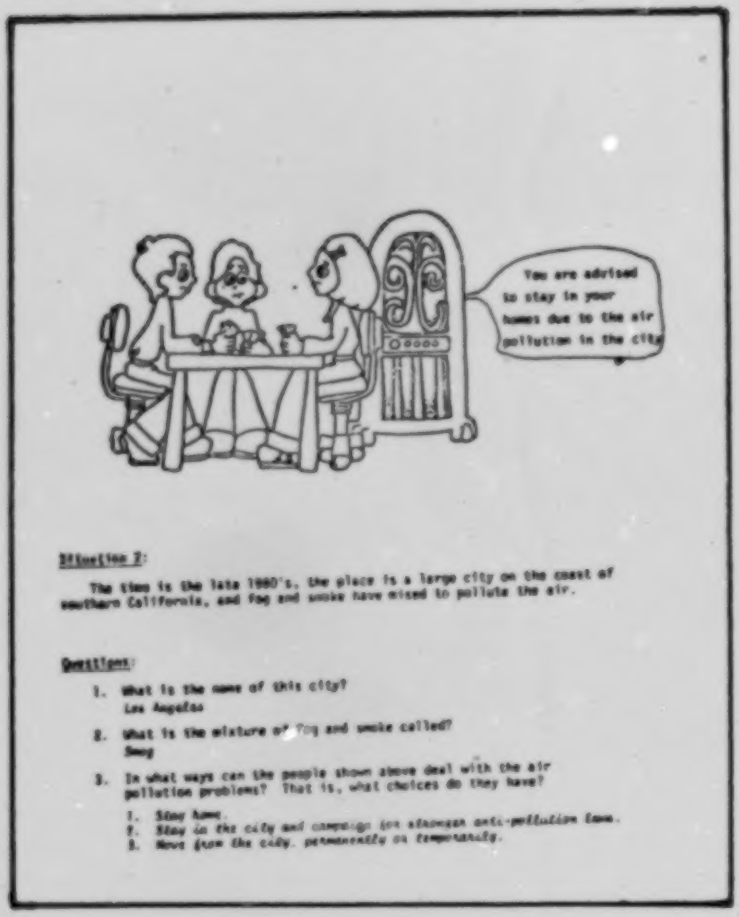
   Answers will depend upon answers to question # 2.
4. Do you think that any of the people above might have wanted to change their decisions after a time? Why?

   Open for discussion.

A sample answer to the first question on transparency #2 is shown above. Student answers to the remaining questions will vary, but should develop from the answers students give to the first question.

Point out to students that in answering the questions listed on this transparency, they are working through the final steps of the *valuing process:* (a) weighing alternatives; (b) choosing among alternatives; (c) initiating action--or deciding what action needs to be initiated; and (d) re-evaluating choices made.

Key and Discussion Guide to Transparency # 3:


You are advised
to stay in your
homes due to the air
pollution in the city

Situation 2:

The time is the late 1960's, the place is a large city on the coast of southern California, and fog and smoke have mixed to pollute the air.

Questions:

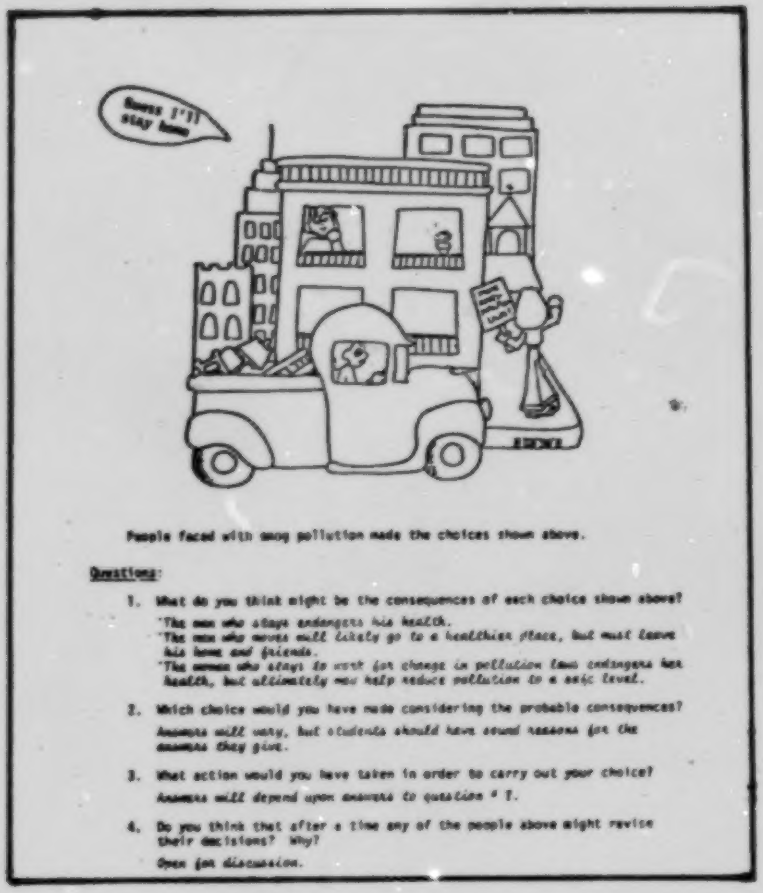
1. What is the name of this city?
   Los Angeles
2. What is the mixture of fog and smoke called?
   Smog
3. In what ways can the people shown above deal with the air pollution problems? That is, what choices do they have?
   1. Stay home.
   2. Stay in the city and campaign for stronger anti-pollution laws.
   3. Move from the city, permanently or temporarily.

From the information given, students should recognize the city as Los Angeles. As in the time of King James, citizens have at least three alternatives; they can:

(1) stay home and accept the situation (i.e., the smog);
(2) remain in the city, but campaign for stronger anti-pollution laws; or
(3) leave the city, moving to an area where pollution is not a problem.

Point out that people portrayed in this transparency have the same basic alternatives as did citizens in the time of King James and that they must go through the same valuing process.

Key and Discussion Guide to Transparency # 4:



People faced with smog pollution made the choices shown above.

__Questions__:

1. What do you think might be the consequences of each choice shown above?

   °*The man who stays endangers his health.*
   °*The man who moves will likely go to a healthier place, but must leave his home and friends.*
   °*The woman who stays to work for change in pollution laws endangers her health, but ultimately may help reduce pollution to a safe level.*

2. Which choice would you have made considering the probable consequences?

   Answers will vary, but students should have sound reasons for the answers they give.

3. What action would you have taken in order to carry out your choice?

   Answers will depend upon answers to question # 1.

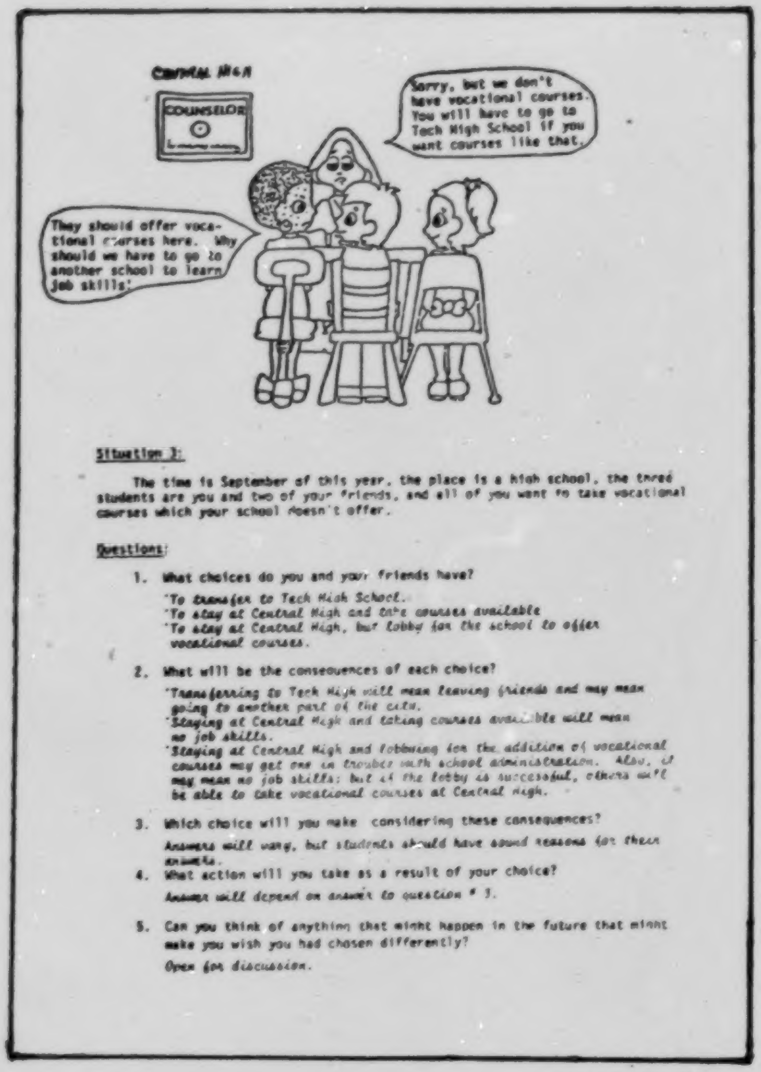
4. Do you think that after a time any of the people above might revise their decisions? Why?

   Open for discussion.

A sample answer to the first question on transparency # 4 is shown above. Student answers to the remaining questions will vary, but should develop from the answers students give to the first question.

In answering the questions listed on this transparency, students are again working through the final steps of the *valuing process*: (a) weighing alternatives; (b) choosing among alternatives; (c) deciding upon action to be taken; (d) re-evaluating choices made. Thus, the valuing process used here in making decisions is comparable to that used by citizens in the time of King James.

Key and Discussion Guide to Transparency # 5:


CENTRAL HIGH
COUNSELOR
Sorry, but we don't have vocational courses. You will have to go to Tech High School if you want courses like that.
They should offer vocational courses here. Why should we have to go to another school to learn job skills!

Situation 3:

The time is September of this year, the place is a high school, the three students are you and two of your friends, and all of you want to take vocational courses which your school doesn't offer.

Questions:

1. What choices do you and your friends have?

   °To transfer to Tech High School.
   °To stay at Central High and take courses available
   °To stay at Central High, but lobby for the school to offer vocational courses.

2. What will be the consequences of each choice?

   °Transferring to Tech High will mean leaving friends and may mean going to another part of the city.
   °Staying at Central High and taking courses available will mean no job skills.
   °Staying at Central High and lobbying for the addition of vocational courses may get one in trouble with school administration. Also, it may mean no job skills; but if the lobby is successful, others will be able to take vocational courses at Central High.

3. Which choice will you make considering these consequences?

   Answers will vary, but students should have sound reasons for their answers.

4. What action will you take as a result of your choice?

   Answer will depend on answer to question # 3.

5. Can you think of anything that might happen in the future that might make you wish you had chosen differently?

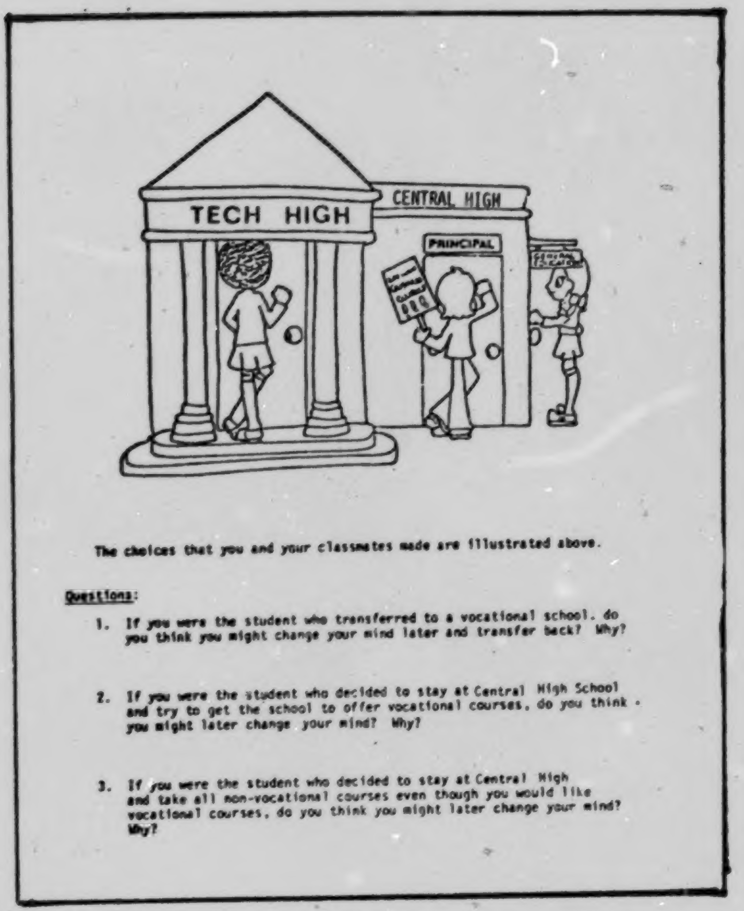
   Open for discussion.

In answering the questions shown on transparency # 5, students are again working through the first four steps of the *valuing process*, but this time the problem situation is one with which they might someday soon be faced. Ask students how they would feel if they had to change schools in order to get the kinds of courses they want.

Ask students to discuss the similarity between the choices available to students in this illustration and the choices available to people pictured in the preceding transparencies or illustrations:

Leave the situation
Stay and accept the situation
Stay and try to change things

Key and Discussion Guide to Transparency # 6:



The choices that you and your classmates made are illustrated above.

Questions:

1. If you were the student who transferred to a vocational school, do you think you might change your mind later and transfer back? Why?

2. If you were the student who decided to stay at Central High School and try to get the school to offer vocational courses, do you think you might later change your mind? Why?

3. If you were the student who decided to stay at Central High and take all non-vocational courses even though you would like vocational courses, do you think you might later change your mind? Why?

Answers will vary to the questions shown on transparency # 6. However, the point to be made by discussing these questions is that after we make decisions, we should look back at those decisions in light of our experiences to see whether we made the right decisions. This is the final step of the *valuing process*, and it is the way we learn. The value of history is that we can look back at other people's decisions and see the consequences of their decisions. This helps us make better decisions since we do not have to learn everything through our own trial-and-error efforts.

Key and Discussion Guide to Transparency # 7:

PERSONNEL OFFICE
HELP WANTED

CAREER DECISIONS

1. Name a decision you will have to make related to your future occupation.

The Valuing Process:

2. Name some of the alternative choices you will have to decide among making this decision.
3. What do you think will be the consequences of each of these alternatives?
4. What choice do you think you will make?
5. What action will you have to take as a result of your choice?
6. Can you think of any reason you might later change your choice?

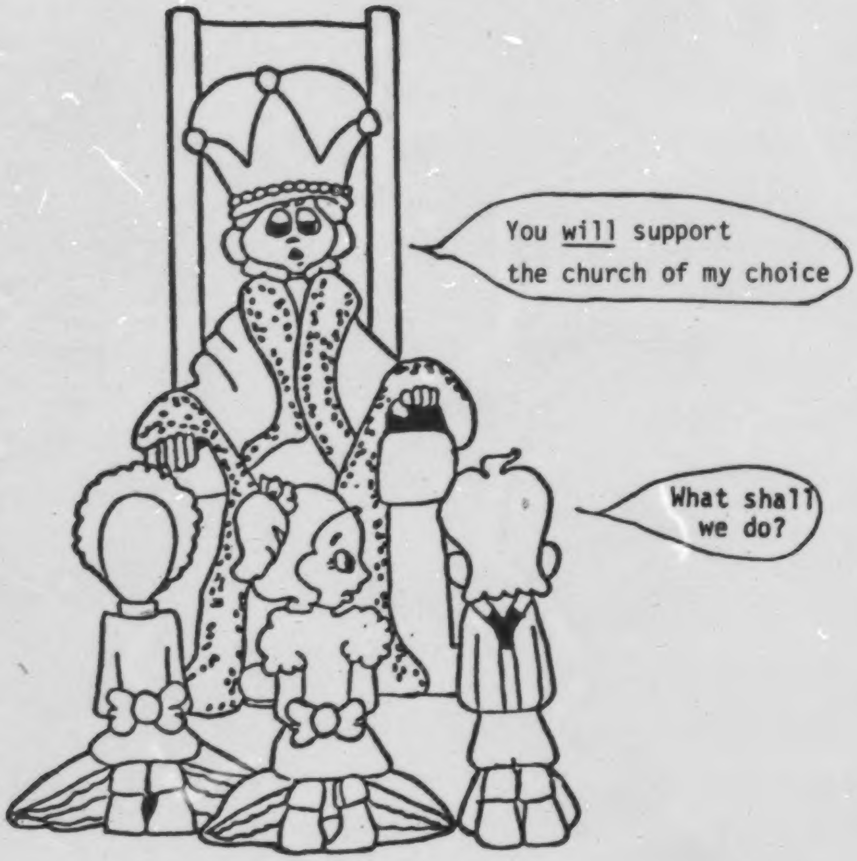
7. What does your choice tell you about yourself?

The purpose of the questions on transparency # 7 is to encourage students to use the *valuing process* in thinking about their future careers and in thinking of ways they might prepare for those careers.

You might discuss and list on the chalkboard all student answers to question # 1. Then students can use the valuing process (questions 2-6) individually or as a group in arriving at each decision to be made.

Finally, ask students to think about what their decisions tell them about themselves (question # 7).

Transparency # 1


You will support the church of my choice
What shall we do?

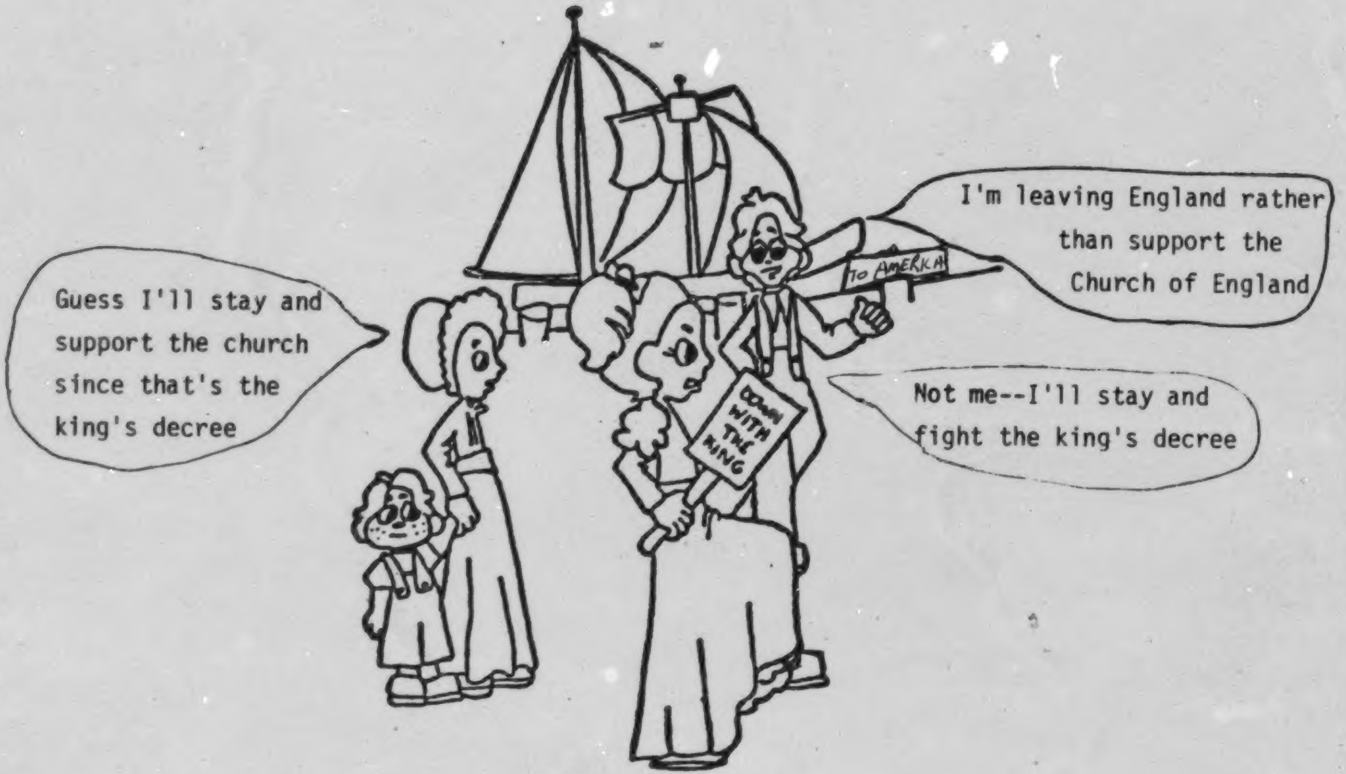
Situation 1:

The time is 1603, the place is England, and the man on the throne has just become king.

Questions:

1. Who is this king?
2. What church does the king want English citizens to attend?
3. What choices do the English citizens have as a result of the King's decree?

Transparency # 2


Guess I'll stay and support the church since that's the king's decree
TO AMERICA
I'm leaving England rather than support the Church of England
DOWN WITH THE KING
Not me--I'll stay and fight the king's decree

Shown above are some choices that English men and women made as a result of the king's decree that they support the Church of England.

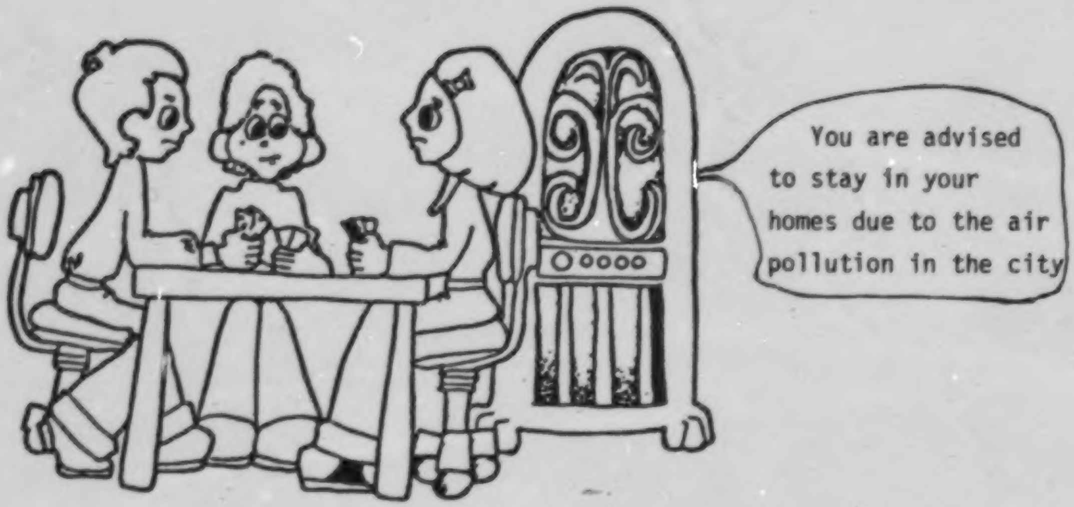
Questions:

1. What do you think might have been the consequences of the choice made by each person shown above?

2. Considering the probable consequences, which alternatives would you have chosen if you had been told you must support the Church of England?

3. What action would you have had to take as a result of your choice?

4. Do you think that any of the people above might have wanted to change their decisions after a time? Why?


You are advised to stay in your homes due to the air pollution in the city

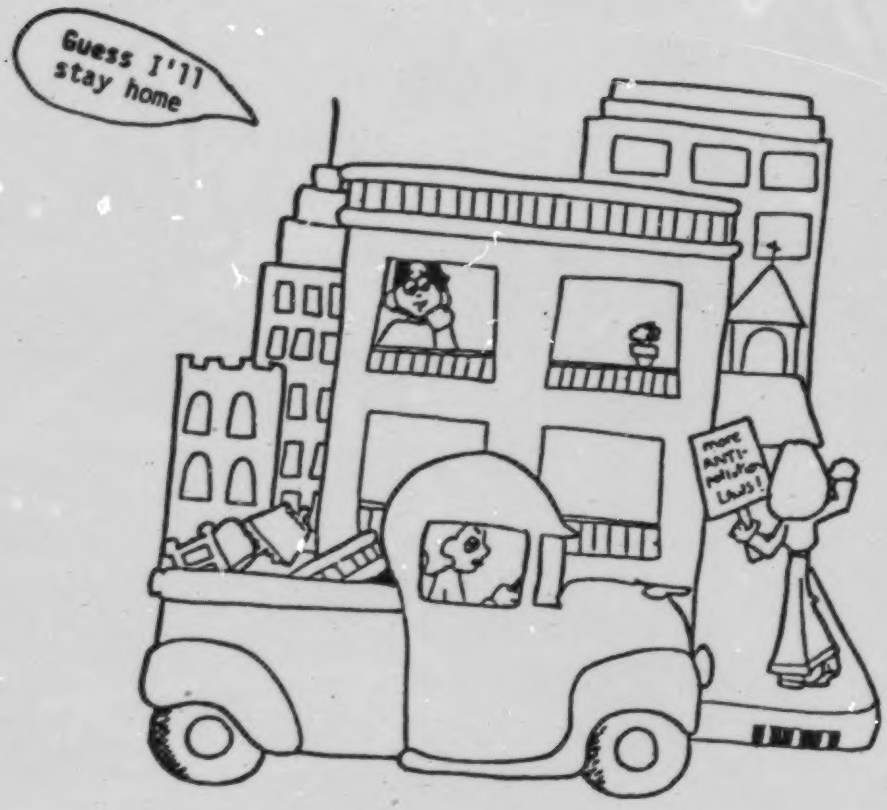
Situation 2:

The time is the late 1960's, the place is a large city on the coast of southern California, and fog and smoke have mixed to pollute the air.

Questions:

1. What is the name of this city?
2. What is the mixture of fog and smoke called?
3. In what ways can the people shown above deal with the air pollution problems? That is, what choices do they have?

Transparency # 4


Guess I'll stay home
more ANTI-pollution LAWS!

People faced with smog pollution made the choices shown above.

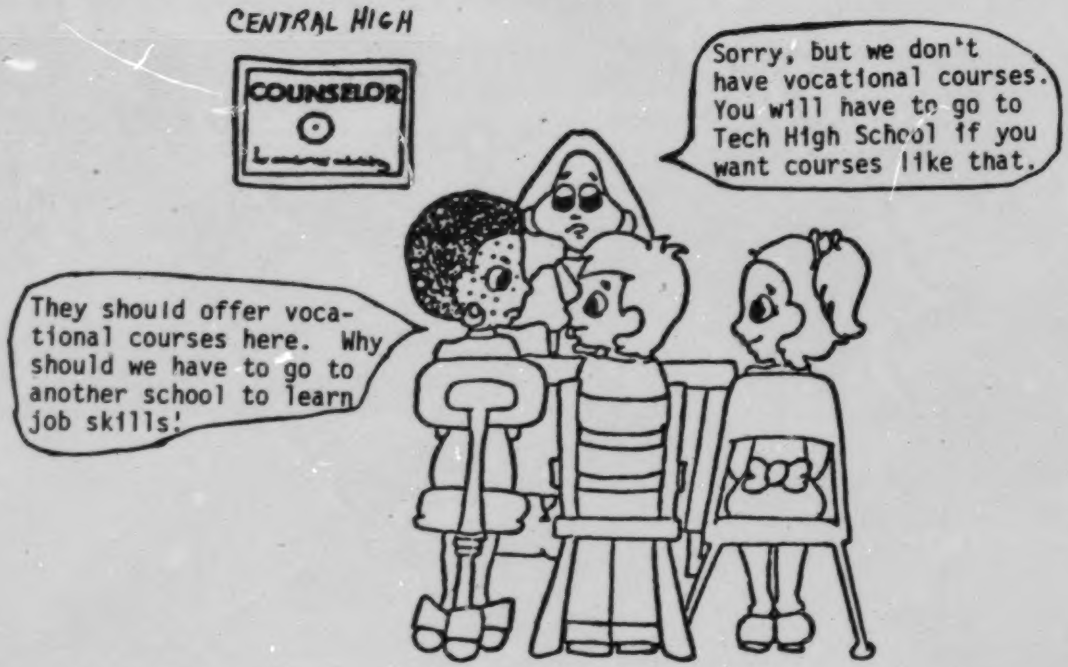
Questions:

1. What do you think might be the consequences of each choice shown above?

2. Which choice would you have made considering the probable consequences?

3. What action would you have taken in order to carry out your choice?

4. Do you think that after a time any of the people above might revise their decisions? Why?


CENTRAL HIGH
COUNSELOR
Sorry, but we don't have vocational courses. You will have to go to Tech High School if you want courses like that.
They should offer vocational courses here. Why should we have to go to another school to learn job skills!

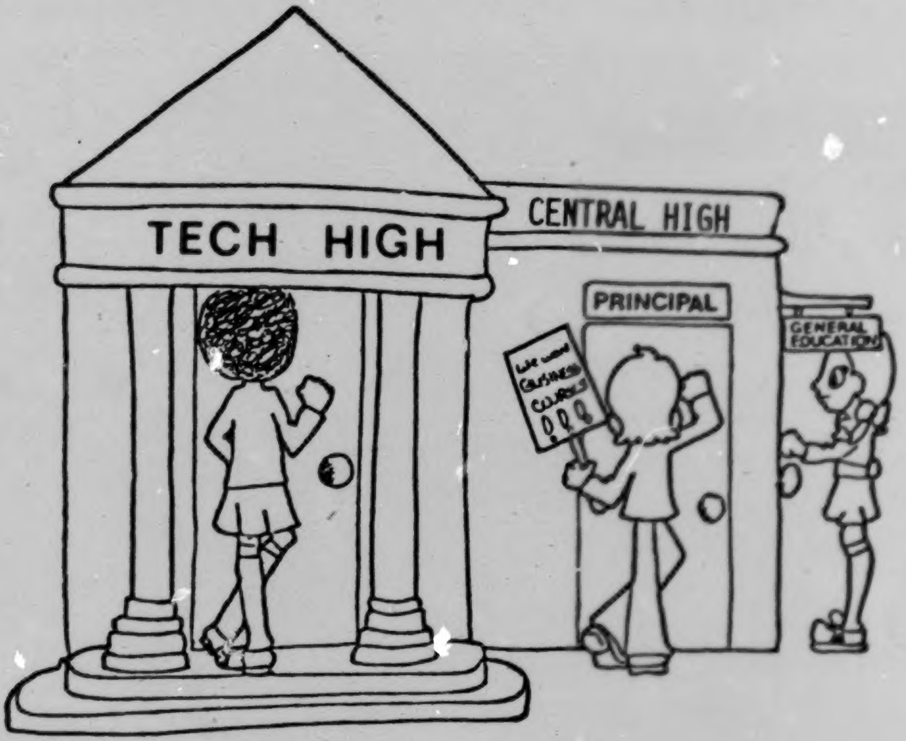
Situation 3:

The time is September of this year, the place is a high school, the three students are you and two of your friends, and all of you want to take vocational courses which your school doesn't offer.

Questions:

1. What choices do you and your friends have?
2. What will be the consequences of each choice?
3. Which choice will you make, considering these consequences?
4. What action will you take as a result of your choice?
5. Can you think of anything that might happen in the future that might make you wish you had chosen differently?

Transparency # 6


TECH HIGH
CENTRAL HIGH
PRINCIPAL
We want business courses !!!
GENERAL EDUCATION

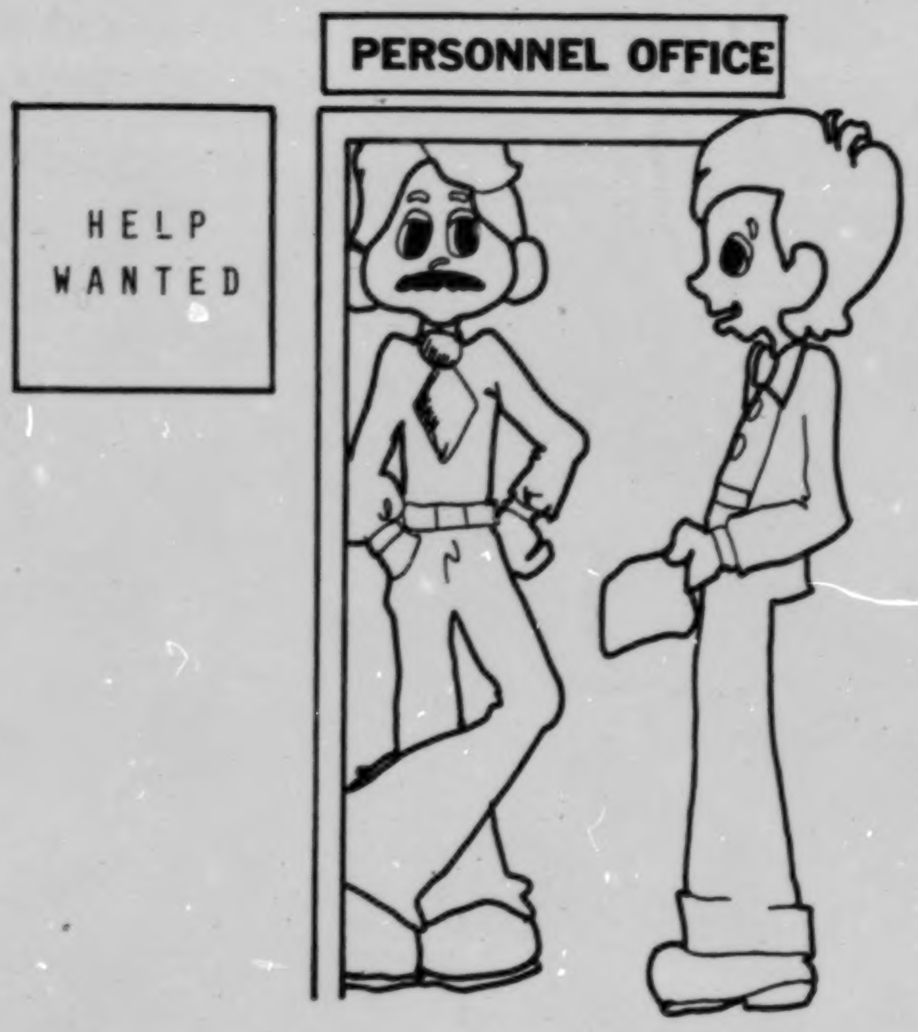
The choices that you and your classmates made are illustrated above.

Questions:

1. If you were the student who transferred to a vocational school, do you think you might change your mind later and transfer back? Why?

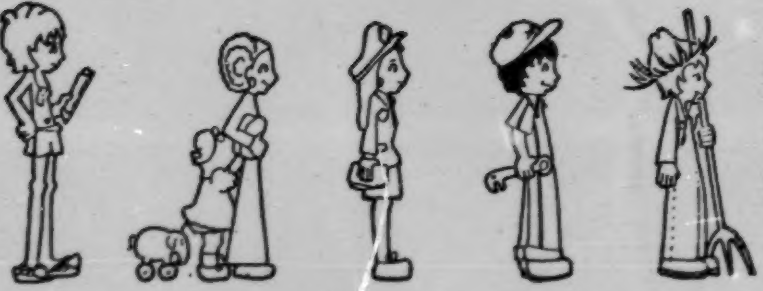
2. If you were the student who decided to stay at Central High School and try to get the school to offer vocational courses, do you think you might later change your mind? Why?

3. If you were the student who decided to stay at Central High and take all non-vocational courses even though you would like vocational courses, do you think you might later change your mind? Why?



CAREER DECISIONS

1. Name a decision you will have to make related to your future occupation.
2. Name some of the alternative choices you will have to decide among making this decision.
3. What do you think will be the consequences of each of these alternatives?
4. What choice do you think you will make?
5. What action will you have to take as a result of your choice?
6. Can you think of any reason you might later change your choice?
7. What does your choice tell you about yourself?



WHAT CAN WE FIND OUT ABOUT A PLACE BY KNOWING WHAT PEOPLE DO THERE?

-A HISTORY UNIT-

PURPOSE:

This one- to two-day unit is designed to help students practice skills in historical inquiry as well as understand the relationship between technology and occupations in history.

This unit can be appropriately used in a number of places in the junior high or high school social studies curriculum. First, because it stresses the methodology of historical investigation, it could be a useful way to introduce the study of American History. Here, the primary purpose would be to acquaint students with the inquiry learning process and the skills and materials that a historian commonly uses.

A teacher using a chronological approach to American History should find it a natural way to convey the life style, values, and level of technological accomplishment of an average sort of American community at the turn of the 20th century.

Because the unit deals with the economic base of a community, namely the occupations and primary industries, it would fit very naturally into an economics course. Similarly, because one of the exercises requires that students determine the location of this American community, there is opportunity for them to explore the geographic concepts of region, spatial location, aerial association, as well as to learn about the process of geographic inquiry.

Finally, the unit could be used in a Civics or American Problems class as an introduction to a study of the local community. It could alert students to the social, economic, and historical perspectives from which a community might be analyzed. After completing this unit, it would be ideal to replicate the analysis using the students' own community.

MAJOR ACTIVITIES:

As students work through the activities in this unit, they will:

1. Use and critically analyze original or primary historical source materials. Several abilities are involved in this critical analysis. First, it involves systematically gathering information from the material. It involves scrutinizing that information in order to determine what is factual. It involves arranging or classifying information and formulating concepts and generalizations. And, it involves comparing and contrasting information from the document with what is already known.

MAJOR ACTIVITIES: (Continued)

2. Examine the nature of change in occupations. Students will do this by identifying and analyzing occupations commonly found at the turn of the century but infrequently found today, occupations commonly found today which did not exist in the past, and occupations commonly found today which may not exist at some time in the future.

3. Work effectively in group problem-solving situations. This exercise will involve both attitudes and abilities and should help students see the need for a "climate" in a group wherein all members can:

    a. Share their ideas without fear or embarrassment.
    b. Realize the need for organization to facilitate the accomplishment of the group's task.
    c. Realize that the end product of the group will be superior to that achieved by a student working by him or herself.

Before Class Begins:

1. Read through the contents of the entire unit.

    a. Read "The History of the City of Fort Collins, Colorado," pages 113-115.
    b. Scan the student materials, which begin on page 122, then . . .
    c. Read "Clues Concerning the Size, Nature, and Location of Fort Collins and the Date of its City Directory," pages 116-117.
    d. Check the suggested procedures to be followed when introducing the materials to your students and when having them make oral reports, pages 118-120.
    e. Quickly look through the "Reprints from the 1902 Fort Collins, Colorado City Directory," which begin on page 126.

2. Duplicate five copies of five copies of the student materials on pages 122-124 and five copies of the first four pages of Directory reprints. (The first four pages contain "Abbreviations Commonly Used in a City Directory" and the "Street Guide."

3. So that you will have an extra set, you may want to reproduce one copy of the Directory reprints.

4. Divide the Directory reprints into five packs. The first should include the "A" listings; the second, "B" listings; the third, "C" listings; the fourth, "D" and "E" listings; and the fifth, "W" through "Z" listings. To each pack, add one copy of the student materials on pages 118-120 and one copy of each of the first four pages of Directory reprints.

5. Obtain a variety of resource materials. These may include newspapers; local, federal, and state job announcements; and other literature which may contain information about job trends.

During Class:

1. Introduce the Unit to the class:

   Explain to students that during the current class period and probably the next, they will be doing some original historical research. They will be given some primary source materials--in this case, sections of a historic city directory for a town somewhere in the United States. Explain, also, that such directories, which contain an alphabetical listing of names, addresses, and occupations of local residents, have been published by small and large towns and cities throughout our nation's history. They provide an opportunity for area businesses to advertise their products and services; they contain a wealth of social, economic, and miscellaneous information about a community; and because they are so readily available, the directories are valuable resources for historians.

2. Divide the class into five groups. (If your class is average in size, this will mean that you will have four to six students in each group. If you have an exceptionally small class, you may wish to drop the fifth group and simply not use the "W" through "Z" Directory listings.

3. Give each group a packet containing Directory reprints and pages 118-120.

4. Discuss, with students, the information on the Introductory page of the student materials. (Suggested procedures for this are listed beneath the illustration on page 118.)

5. Stress the intent of the exercise: It is not important or expected that students arrive at exact, correct answers to the questions and problems listed on the Worksheet. The intent is that they use the Directory listings and other sources to search for clues; then they must use their critical thinking abilities to arrive at reasonable, defensible conclusions.

6. Ask that groups begin organizational and research activities. While they are working, rule the chalkboard as shown below:

PROBLEM/QUESTION	HYPOTHESIS/ANSWER	EVIDENCE/RATIONALE

7. When all groups complete their work, have students reassemble as a class. Remind them of the intent of the exercise, then explain the procedures to be followed for making group reports.

   a. Oral reports will be made by each group's spokesperson.
   b. The spokesperson is to present only one answer or hypothesis and its support data (evidence) at a given time.
   c. Members of other groups should feel free to question the hypothesis or answer and evidence presented.
   d. Members of the presenting group should stand ready to assist the spokesperson in defending an answer, hypothesis, and evidence.

During Class: (Continued)

8. As presentations are made, summarize each group's findings on the chalkboard. Encourage groups to compare findings and to carefully examine all evidence offered to support the findings.

9. *For Problems 1-4:* After each group has had a chance to report its findings and conclusions as to the answer to a problem, reveal the correct answer.

   For Questions 5-8: After each group report as to the answer to one of these questions and its accompanying rationale, try to have the entire class reach a consensus as to what the answer should be.

   NOTE: Detailed procedures for oral reports and suggested topics for classroom discussion are listed beneath the illustrations on pages 119 and 120.

10. Optional: To conclude the unit and to give your students a more complete look at the community which they have investigated, you may want to share with them some of the information which is included in "The History of the the City of Fort Collins," on pages 113-115.

OPTIONAL ACTIVITIES:

1 Obtaining Additional Information About Occupational Changes:

During field trips or while interviewing classroom visitors, have students question a variety of community workers about changes which have occurred on their jobs, changes which the workers anticipate, and the probable reasons for such changes. Afterwards, have students discuss their findings.

2 Developing a Community Directory:

Have students develop a small directory similar to that of the 1902 Fort Collins Directory. The information gathered may be used as a basis for a classroom discussion as to occupations in their own community.

3 Completing a Local Community Historical Project:

Obtain copies of historical city and telephone directories for your community, then have students do exercises which are similar to those included in this unit.

*THE HISTORY OF THE CITY OF FORT COLLINS

The story of Fort Collins properly begins in early winter, 1836, when a party of French trappers proceeding northward along the Rocky Mountain Foothills, in what is now Northern Colorado, found it necessary to lighten their load before proceeding in a heavy snowstorm.

Planning to reclaim this part of the cargo later, they buried the excess supplies, principally excess gun powder, refilled the excavation and camouflaged the site with ashes left from a bonfire burned over the spot. As the French words for hide and powder are "cache" and "poudre," this spot and later, the nearby river and fertile valley, received the name Cache La Poudre.

Antoine Janis, a young lad of twelve in the trapping party, returned eight years later to establish his frontier home near the present town of LaPorte. (His original cabin is now part of the historical display at the Pioneer Museum in Fort Collins.)

As the river could easily be crossed at LaPorte, in 1862 this location became an important station on the Overland Stage Route, and a strategic trading post. Army troops were sent to protect it against Indian depredations; and in 1864, the campsite was named Camp Collins, after Lt. Col. William O. Collins of Fort Laramie, who had dispatched troops there. A spring flood submerged their quarters, so their camp later was established five miles down the river, on higher ground. This new location received the name of Fort Collins. The military fort was abandoned in March, 1867.

Settlement in the valley was increasing. In 1869, the vanguard of the Mercer Colony arrived. In 1837, it was followed by the Agricultural Colony headed by General Robert A. Cameron, after whom Cameron Pass at the head of the Cache La Poudre River was named. Fort Collins became the County Seat of Larimer County and was incorporated in 1873, the year its first newspaper was established. The first railroad, the Colorado Central, now the Colorado and Southern, arrived in 1877.

In 1870, "The Agricultural College of Colorado" was approved for Fort Collins, so the community early demonstrated its appreciation of education as an aid to its principal industry, agricultural. With the adoption of the State Constitution in 1876, the college became a State institution.

The first students registered in 1879 and graduated in 1884. Presently, the enrollment is 8,656.

The census of 1880 showed the community to have 1,276 residents. By 1910, the count had risen to 8,210. In 1950, there were 14,937 residents; and in 1960, there were 25,027, with 7,000 additional people in the continguous suburban areas. The 1970 census count for Fort Collins was 43,227, and its present (1974) population is estimated to be around 56,000.

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*Excerpt from the 1975 Fort Collins, Colorado City Directory.

Fort Collins--Midst Colorado's "Horn of Plenty"

The country consists of plains foothills, and mountains, some 60% of its varied surface is alpine while the remaining 400 square miles are open fertile plainsland at an elevation of about 5,000 feet. 102,000 acres of farmland are irrigated. The Foothill portion ranges from 6,000 to 8,000 feet in altitude, with natural parks, valleys, and meadows. Snow mantles the high peaks all year, yet rarely stays on the lowland more than a week at a time.

The science of irrigation was pioneered here when men came with the plow and rifle to control and use the clear waters from the snow-capped Rockies on their plains farms. Their frontier village was incorporated as Fort Collins in 1873.

Now Montmorency cherry orchards blossom against a background of purple peaks. Fields are bonanzas of sugar beets, dryland wheat, barley, pinto beans, canning peas, cucumbers and apples that hang heavily on their boughs. Three cuttings a year is the usual alfalfa yield.

Sturdy lambs thrive here. Fattened in the feedlots of the fertile valley farms their healthy coats are virtually a Fort Collins "Horn of Plenty" trademark. Sleek herds of white-faced and Angus prosper in this year-round cattle country. In the fall, after grazing in the foothills and mountains, they are brought to farm feedlots to be fattened on alfalfa, grain, sugar beet tops and pulp.

Part of this fortune in the field must be credited to multimillion dollar Colorado State University, whose spacious well-equipped campus beautifies Fort Collins. Internationally famous, with students from all over the world, it is continually improved to meet the educational and research demands of modern farming, animal husbandry, veterinary medicine, forestry, engineering, home economics, the general sciences and art. The Summer School attracts students from every state because of its outstanding vocational education training.

Fort Collins industries are varied, progressive. Besides the usual business of average American communities, Fort Collins is headquarters for established firms producing and dealing in acid pumps, advertising signs, alabaster products, arc welders, and accessories, bakery products, beverages, building stone, candy, cement, communications equipment, concrete products, custom-made furniture, dairy products (butter, cheese, condensed milk, milk, ice cream), dental hygiene appliances and allied lines, electronic instruments, farm machinery, feeds for livestock, fishing tackle, floral products, generators (portable a.c.), governors and speed controls, grain elevators, high pressure light weight steel pipe and tubing, irrigation supplies, leather goods, lumber, machine shops, machine tools for oxygen cutting, meat processing, plastic products, pickles, printed items, rug and furniture shampoo, sanitation chemicals, venetian blinds, and wrestling mat covers. Agricultural agencies also center here.

How Would You Describe the Perfect Country for Farming, Industry Scenery, Outdoor Sports, Living?

You might think of a fertile land of milk, even temperature with distinct beautiful seasons, protected by a vast mountain chain and inhabited by an industrious, healthy people. You'd probably specify a progressive little headquarters-city for this ideal country rather than a large, over-crowded metropolis.

Perhaps without realizing it you'd be describing Fort Collins Metropolitan Area, which with its attractive homes and wide avenues, had grown gradually within Colorado's rich plainsland where timbered fingers of the highest rockies spread out in nearby massive protection.

Strategically placed between America's coasts, Fort Collins has been called "the safest spot in the world." In these days when government voices advocate decentralization, getting farms and industries inland and away from heavily populated areas--the agriculturists and manufacturers of the Fort Collins region are fortunate.

Fort Collins youth shares this good fortune. Students of the two large, modern high schools are given practical vocational training in addition to their cultural and educational subjects. A majority of graduates attend college. Spiritual guidance, too, is important in Fort Collins, 65 churches representing nearly every faith, raise their spires to these clear skies.

So much for the fundamentals of the "Good Life." What about play time in this plains and peaks area? What is there to do and see?

A few miles along scenic Poudre Canyon highway, the tourist finds himself in the 790,000 acre pine and spruce grandeur of Roosevelt National Forest. Here are giant Rockies and ancient glaciers in eternal beauty. Through awesome Big Thompson Canyon southwest of Fort Collins one enters Rocky Mountain National Park via famous Estes Park, travels the magnificent high-mountain boulevard of Trail Ridge, sees snow-topped summits reaching record altitudes (Long's Peak at 14,255 ft., 13 others are over 13,000 ft.). North of Fort Collins the renowned Cheyenne Frontier Rodeo attracts the entire West in the late part of July.

CLUES CONCERNING THE SIZE, NATURE, AND LOCATION OF FORT COLLINS AND THE DATE OF ITS CITY DIRECTORY

As your students examine sections of the *Fort Collins City Directory*, they may locate and use the kinds of clues which are described below:

1. *The size of the town*:

   a. A gross estimate can be obtained by counting the names in a portion of the *Directory* and extrapolating the total population from this. Inasmuch as the *Directory* lists only the adults in the community, the "researcher" would probably want to multiply this number by a factor of two to arrive at a figure which would include both adults and children.

   For example: Should Classroom Groups 1-4 pool their information, they will find that there are about 800 names in the "A" through "E" listings. Since this is one-fifth of the total listings, it can be estimated that there are about 4,000 adults and possibly an equal number of children in the town. (At the time the Directory was compiled, the population of the town was reported to be 7,500.

   b. Should all groups pool their information, they will find that there is an average of 22 names on a page and that there are 93 such pages. (The listings begin on page 33 and are concluded on page 125.) Should students multiply 93 by 22, they will find that there are approximately 2,046 families in the town. By multiplying 2,046 by the average family size of 4, students will obtain an estimated total population figure of 8,184.

   c. Should students count the number of streets listed in the *Directory*, they will find that there are 45. This figure, when compared with the number of streets in their community and its population, may give them an indication of the size of the town with which this unit is concerned.

2. *The location of the town*:

   There are several clues as to the geographical location of this town:

   a. "Colorado" appears in the titles of five business firms.

   b. If students know the names of the rivers in Colorado, they can quickly pinpoint the location since the Poudre River Valley is often mentioned in advertisements and in the names of businesses.

   c. The Rustler Real Estate advertisements, which appear in the margins of several of the Directory pages, lists a sales area from Denver to Cheyenne.

CLUES: (Continued)

3. Main sources of employment:

It should be apparent that this community has an agricultural orientation. In addition to the Agricultural College located there and referred to several times, agricultural occupations, such as "farmer," "stockman," "grain mill operator," and "dairyman" are heavily represented in the Directory.

Other important industries employing significant numbers of the townspeople include the college, mining, and construction. Service occupations mentioned quite often are: physician, banker, teacher, letter carrier, groceryman, boarding house keeper, undertaker, jeweler, blacksmith, and real estate salesman.

4. When the Directory was compiled:

If students apply their critical thinking skills, they should note the presence and absence of certain technological capabilities, which taken together effectively date this material. For example, there are numerous listings which indicate that the town was dependent on horses for transportation. Some of these are: A. E. Akers, harness maker; John Cameron, teamster; A. T. Crary, liveryman; and Allen Cameron, blacksmith.

There is no mention of automobiles. If the Directory were compiled after 1905, there would presumably be some mention of the automobile in a town of this size. (Automobiles were not produced in quantity until the year, 1905.)

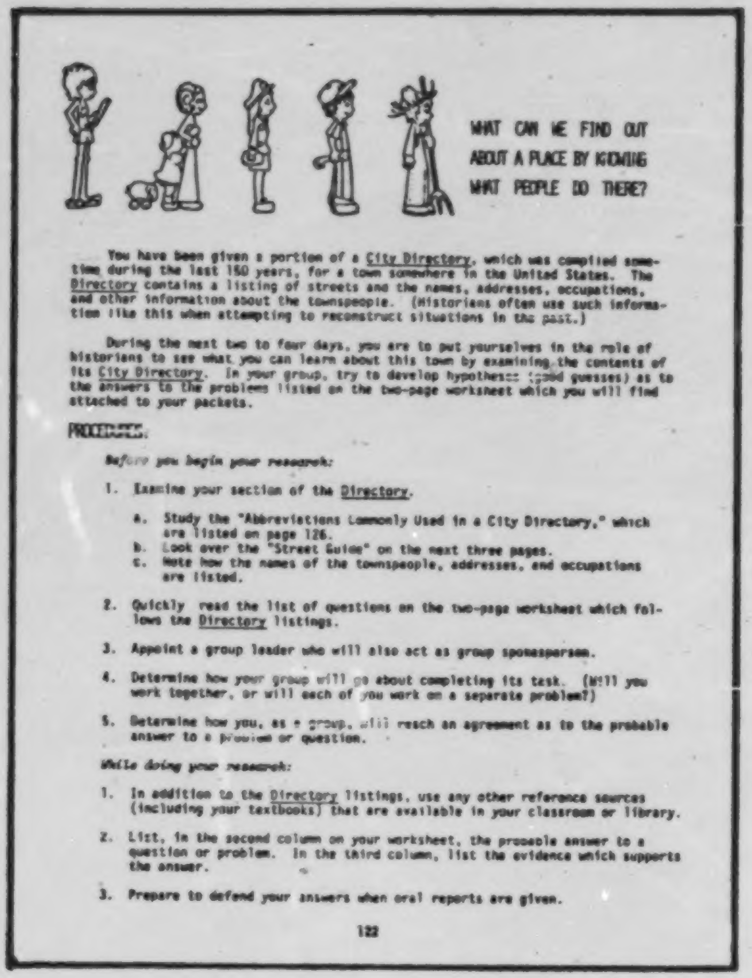
Among the other items which date this Directory are the C. C. Emigh and Dukes and Woodring advertisements which respectively mention "Steamship tickets and Conveyancing" and "Sign, Carriage, and House Painting."

If students in Group 1 are alert, they will find another important piece of evidence which dates the Directory. Among the "A" listings is: "Alford, Lore, U S V Philippine Islands, res 124 W Magnolia." As students of history, it shouldn't take them long to realize that the United States' earliest military involvement with the Philippines was during the Spanish-American War in 1898.

-A HISTORY UNIT-

WHAT CAN WE FIND OUT ABOUT A PLACE BY KNOWING WHAT PEOPLE DO THERE?

Introductory Page to Student Materials:



WHAT CAN WE FIND OUT ABOUT A PLACE BY KNOWING WHAT PEOPLE DO THERE?

You have been given a portion of a City Directory, which was compiled sometime during the last 150 years, for a town somewhere in the United States. The Directory contains a listing of streets and the names, addresses, occupations, and other information about the townspeople. (Historians often use such information like this when attempting to reconstruct situations in the past.)

During the next two to four days, you are to put yourselves in the role of historians to see what you can learn about this town by examining the contents of its City Directory. In your group, try to develop hypotheses (good guesses) as to the answers to the problems listed on the two-page worksheet which you will find attached to your packets.

PROCEDURES:

Before you begin your research:

1. Examine your section of the Directory.
    - A. Study the "Abbreviations Commonly Used in a City Directory," which are listed on page 126.
    - B. Look over the "Street Guide" on the next three pages.
    - C. Note how the names of the townspeople, addresses, and occupations are listed.
2. Quickly read the list of questions on the two-page worksheet which follows the Directory listings.
3. Appoint a group leader who will also act as group spokesperson.
4. Determine how your group will go about completing its task. (Will you work together, or will each of you work on a separate problem?)
5. Determine how you, as a group, will reach an agreement as to the probable answer to a problem or question.

While doing your research:

1. In addition to the Directory listings, use any other reference sources (including your textbooks) that are available in your classroom or library.
2. List, in the second column on your worksheet, the probable answer to a question or problem. In the third column, list the evidence which supports the answer.
3. Prepare to defend your answers when oral reports are given.

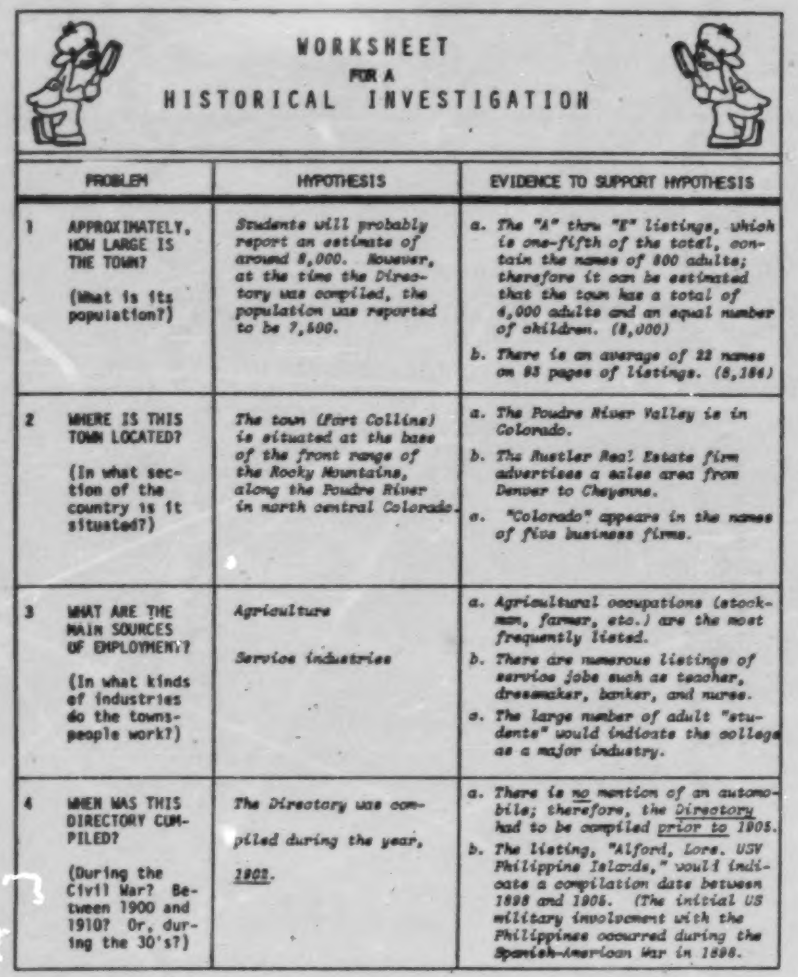
122

When you direct the attention of your students to this page, go over its entire contents.

1. They should read the first paragraph.
2. Guide students through the first two "Procedures."
3. So that they will know what is expected of them, quickly explain all other information on this sheet.

SUGGESTED PROCEDURES FOR GROUP REPORTS

Worksheet for Historical Investigation



WORKSHEET
FOR A
HISTORICAL INVESTIGATION

PROBLEM	HYPOTHESIS	EVIDENCE TO SUPPORT HYPOTHESIS
1 APPROXIMATELY, HOW LARGE IS THE TOWN? (What is its population?)	*Students will probably report an estimate of around 8,000. However, at the time the Directory was compiled, the population was reported to be 7,500.*	*a. The "A" thru "E" listings, which is one-fifth of the total, contain the names of 800 adults; therefore it can be estimated that the town has a total of 4,000 adults and an equal number of children. (8,000)* *b. There is an average of 22 names on 93 pages of listings. (8,184)*
2 WHERE IS THIS TOWN LOCATED? (In what section of the country is it situated?)	*The town (Fort Collins) is situated at the base of the front range of the Rocky Mountains, along the Poudre River in north central Colorado.*	*a. The Poudre River Valley is in Colorado.* *b. The Rustler Real Estate firm advertises a sales area from Denver to Cheyenne.* *c. "Colorado" appears in the names of five business firms.*
3 WHAT ARE THE MAIN SOURCES OF EMPLOYMENT? (In what kinds of industries do the townspeople work?)	*Agriculture* *Service industries*	*a. Agricultural occupations (stockman, farmer, etc.) are the most frequently listed.* *b. There are numerous listings of service jobs such as teacher, dressmaker, banker, and nurse.* *c. The large number of adult "students" would indicate the college as a major industry.*
4 WHEN WAS THIS DIRECTORY COMPILED? (During the Civil War? Between 1900 and 1910? Or, during the 30's?)	*The Directory was compiled during the year, 1902.*	*a. There is no mention of an automobile; therefore, the Directory had to be compiled prior to 1905.* *b. The listing, "Alford, Lore. USV Philippine Islands," would indicate a compilation date between 1898 and 1905. (The initial US military involvement with the Philippines occurred during the Spanish-American War in 1898.*

Procedures to be followed for oral reports on Problems 1-4:

1. Ask each spokesperson to present the group's hypothesis as to the correct answer to the first problem and the evidence which supports the hypothesis. As the information is given, enter a summary of the group's findings and conclusions on the chalkboard chart.
2. Encourage members in other groups to feel free to challenge the hypothesis and evidence presented. Also, encourage members of the reporting group to stand ready to assist the spokesperson in defending their hypothesis and support data.
3. When all groups have had an opportunity to report on the first problem, reveal the correct answer.
4. Repeat Steps 1-3 for the remaining problems on the sheet illustrated above.

SUGGESTED PROCEDURES FOR GROUP REPORTS

Page 2, of Worksheet

WORKSHEET PAGE 2

QUESTIONS	ANSWERS	EVIDENCE AND/OR RATIONALE
5 OF THE OCCUPATIONS LISTED, WHICH ONES ARE NOT COMMONLY FOUND TODAY?	*Examples:* *Harness maker* *Carpet weaver* *Brickmaker* *Drayman (driver of a low, heavy horse-drawn wagon*	*A.E. Akers, p. 33* *W.N. Botsford, p. 42* *G.M. Dixon, p. 57* *W.H. Burgess, p. 46* *Rationale: Technology, changes in life styles, and in transportation and other industries*
6 OF THE OCCUPATIONS LISTED, WHICH ONES EXIST TODAY?	*Typical answers:* *Secretary* *Nurse* *Farmer* *Letter or mail carrier* *Grocery store owner* *Dressmaker* *Dentist* *Painter*	*Sample sources:* *Employment ads in local newspaper* *Local, state, and national job announcements* *Job counselors, friends, teachers, and relatives*
7 WHAT KINDS OF OCCUPATIONS ARE NOT LISTED IN THE DIRECTORY?	*Examples:* *Keypunch operator* *Programmer* *Busdriver* *Television repairman*	*A comparison of information in the sources listed above with that in the historical Directory* *Rationale: Technology, inventions, etc.*
8 OF THE OCCUPATIONS THAT EXIST TODAY, WHICH ONES MAY NOT EXIST 50 YEARS FROM NOW?	*Examples:* *Bookkeeper* *Shoe repairer* *Welder* *File Clerk*	*Technology* *Further changes in life styles, etc.*

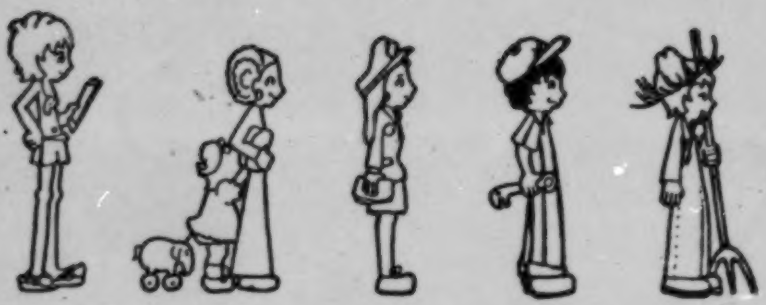
Procedures to be followed for oral reports on Questions 5-8:

1. Tell students that the comparing of occupations which existed in Fort Collins, Colorado in 1902 with those which are prevalent in their community today and the anticipating of changes which may occur during the next 50 years have provided them with an excellent opportunity to study the change process as it relates to occupations.

2. For each of the questions listed on this sheet, follow Steps 1 and 2, which are listed on the previous page.

STUDENT MATERIALS

NOTE: Duplicate five copies of each.



WHAT CAN WE FIND OUT ABOUT A PLACE BY KNOWING WHAT PEOPLE DO THERE?

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During the next two to four days, you are to put yourselves in the role of historians to see what you can learn about this town by examining the contents of its City Directory. In your group, try to develop hypotheses (good guesses) as to the answers to the problems listed on the two-page worksheet which you will find attached to your packets.

PROCEDURES:

Before you begin your research:

1. Examine your section of the Directory.
    a. Study the "Abbreviations Commonly Used in a City Directory," which are listed on page 126.
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    c. Note how the names of the townspeople, addresses, and occupations are listed.
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3. Appoint a group leader who will also act as group spokesperson.
4. Determine how your group will go about completing its task. (Will you work together, or will each of you work on a separate problem?)
5. Determine how you, as a group, will reach an agreement as to the probable answer to a problem or question.

While doing your research:

1. In addition to the Directory listings, use any other reference sources (including your textbooks) that are available in your classroom or library.
2. List, in the second column on your worksheet, the probable answer to a question or problem. In the third column, list the evidence which supports the answer.
3. Prepare to defend your answers when oral reports are given.

131

WORKSHEET
FOR A
HISTORICAL INVESTIGATION

PROBLEM	HYPOTHESIS	EVIDENCE TO SUPPORT HYPOTHESIS
1 APPROXIMATELY, HOW LARGE IS THE TOWN? (What is its population?)		
2 WHERE IS THIS TOWN LOCATED? (In what section of the country is it situated?)		
3 WHAT ARE THE MAIN SOURCES OF EMPLOYMENT? (In what kinds of industries do the townspeople work?)		
4 WHEN WAS THIS DIRECTORY COMPILED? (During the Civil War? Between 1900 and 1910? Or, during the 30's?)		

WORKSHEET		PAGE 2
QUESTIONS	ANSWERS	EVIDENCE AND/OR RATIONALE
5 OF THE OCCUPATIONS LISTED, WHICH ONES ARE NOT COMMONLY FOUND TODAY?		
6 OF THE OCCUPATIONS LISTED, WHICH ONES EXIST TODAY?		
7 WHAT KINDS OF OCCUPATIONS ARE NOT LISTED IN THE DIRECTORY?		
8 OF THE OCCUPATIONS THAT EXIST TODAY, WHICH ONES MAY NOT EXIST 50 YEARS FROM NOW?		

REPRINTS FROM

THE 1902 FORT COLLINS, COLORADO

CITY DIRECTORY

NOTE: Duplicate five copies each of the next four pages.

OPTIONAL: Duplicate one copy of all other pages.

ABBREVIATIONS COMMONLY USED IN A CITY DIRECTORY

advg.	advertising
agt.	agent
asst.	assistant
atty.	attorney
bds.	boards
blk.	block
blksmith.	blacksmith
bkpr.	bookkeeper
C. A. C.	Coronado Agricultural College
carp.	carpenter
clk.	clerk
col.	worker at the college
con.	construction
C. & S.	Coronado and Southern Railway
drsmkr.	dressmaker
emp.	employee
fmr.	farmer
gen.	general
kndg.	kindling
lab.	laborer
mgr.	manager
ofs.	office
plstr.	Plasterer
pntr.	painter
pprhgr.	photographer
pres.	president
propr.	proprietor
res.	residency
rms.	rooms
secy.	secretary
stenog.	stenographer
stk. dlr.	stock dealer
tchr.	teacher
trav.	traveling
treas.	treasurer
U.S.V.	United States Veteran
wid.	widow
wks.	works
wtr. supt.	water superintendent

The National Bank
SOLICITS YOUR
Deposits, Loans, Collections, Good Will
OPERA HOUSE BLOCK.

Absolute Security
20 yr. 5 per ct gold bond.
FOR MEN and WOMEN.
THE EQUITABLE.
"STRONGEST IN THE WORLD"
J. E. HAVENER,
Modoc-pl.,
'Phone Red 93.

Wheat Block, E Mountain av bet S College av and Remington.

Wood Block, 147 N College av.

Street Guide.

College and Mountain avenues are the dividing and starting thoroughfare lines for house numbers. The first blocks begin with 100. and as they continue east or west, north or south, from the dividing lines, they increase 100 for each block. Blocks 7, 8, 9, 11, 12, 13, 14, 18, 19, 21, 22, 31, 111, 121 and 131 are entitled to a number for every twelve and one-half (12½) feet frontage, but all other blocks in the city are only entitled to a number for each twenty-five (25) feet frontage. All streets and avenues crossing College avenue run east and west; all streets and avenues crossing Mountain avenue run north and south.

STREETS AND AVENUES.

Canyon avenue—Southwest and northeast from the corner of Oak and Howes to Whitcomb avenue and Mulberry. Numbered from the northeast.

Cherry street—Third north of Mountain, from the west city limits to College avenue.

Chestnut street—Northeast and southwest from the junction of Mountain avenue and Matthews to the city limits.

College avenue—North to south through the heart of the city.

Cowan street—Seventh east of College avenue, from Riverside avenue to Laurel street.

Edwards street—Eleventh south of Mountain avenue, from College avenue to the east city limit.

Elizabeth street—Ninth south of Mountain avenue, from College avenue to the east city limits.

C. C. EMIGH---REAL ESTATE
Steamship Tickets and Conveyancing.
Residence 'Phone Red 25. Office 'Phone 18-a.
83 N. College-av.

As Usual

"Where are you going, Jack?" "I'm going with Mary." "Where is Mary going?" "Mary is going with ma?" "Where is ma going?" "Ma is going with pa." "Where is pa going?" "He's going where everybody goes, to

Scott's Pharmacy

Elm—Fifth north of Mountain avenue, from Meldrum to the west city limit.

Garfield street—Tenth south of Mountain avenue, from College avenue to the east city limit.

Grant Avenue—Seventh west of College avenue, from Mulberry on the south to Vine on the north.

Howes street—Second west of College avenue, from Sycamore to Laurel.

Jefferson street—Northwest and southeast, from the junction of Maple street and College avenue to Mountain avenue and Peterson.

Laurel street—Sixth south of Mountain avenue, from College avenue, from west to east.

Laporte avenue—First north of Mountain avenue, from College avenue to the west city limit.

Lincoln avenue—Northeast from the junction of Jefferson, Mountain avenue and Peterson to the city limits.

Linden street—Northeast from the corner of Mountain and College avenues to the city limits.

Locust street—Eighth south of Mountain avenue, from College avenue to the east city limit.

Loomis avenue—Sixth west of College avenue, from Laurel street to the north city limit.

Magnolia street—Third south of Mountain avenue, from west city limit to Riverside avenue.

Maple street—Second north of Mountain avenue, runs from College avenue to the west city limit.

Mason street—First west of College avenue, from north city limit to Laurel street.

Matthews street—Second east of College avenue, from Mountain avenue to south city limit.

Meldrum street—Third west of College avenue, from north city limit to Laurel street.

Mountain avenue—West and east through the heart of the city.

Mulberry street—Fourth south of Mountain avenue, from west city limit to Riverside avenue.

Myrtle street—Fifth south of Mountain avenue, from west to east.

The Killgore Book Store
STATIONERY, BOOKS, SCHOOL SUPPLIES.
PICTURES AND - - - - PICTURE FRAMING.

PLUMBING AND HEATING CO., TIN AND JOB WORK
All Work Given Prompt and Careful Attention.
H. C. DIERCKS, Manager. 140 W. Mountain Av.

M. P. HANFORD FIRE, LIFE, ACCIDENT AND HEALTH
COLLECTIONS

Edwards, Budrow & Kissock, 120 S. COLLEGE AVENUE
Insurance, Loans and Real Estate.
Abstracters for Larimer County. "WE PROTECT YOU." Safety Deposit Boxes for Rent.

Oak street—First south of Mountain avenue, from west city limit to Riverside avenue.

Olive—Second south of Mountain avenue, from west city limit to Riverside avenue.

Peterson street—Third east of College avenue, from Mountain avenue to south city limit.

Pine street—Northeast from the junction of Laporte and College avenues to the city limit.

Pitken—Twelfth south of Mountain avenue, from College avenue to east city limit.

Plum street—Seventh south of Mountain avenue, from College avenue to east city limit.

Remington street—First east of College avenue, from Mountain avenue to south city limit.

Riverside avenue—Southeast to city limits from the intersection of Jefferson street and Mountain and Lincoln avenues.

Sherwood street—Fourth west of College avenue, from Vine to Laurel.

Smith street—Fifth east of College avenue, from Riverside to south city limit.

Spruce street—Northeast from the junction of Maple and Mountain avenue to the city limits.

Stover street—Sixth east of College avenue, from Riverside avenue to south city limit.

Sycamore street—Fourth north of Mountain avenue, from Mason to west city limit.

Vine street—Sixth north of Mountain avenue, open from Mason to west city limit.

Walnut street—Southeast from Laporte and College avenues to Mountain avenue and Matthews.

Washington avenue—Eighth west of College avenue, from the north to the south city limit.

Whedbee street—Fourth east of College avenue, from Riverside avenue to south city limit.

Whitcomb avenue—Fifth west of College avenue, from north city limit to Laurel.

Willow street—Northwest to southeast, Spruce to Lincoln-av.

R. Thorchild Pattersen, 105 E. Mountain-av.
. . . . MERCHANT TAILOR.
All kinds of Uniforms made to order. Satisfaction Guaranteed.

Breniman Bros., GROCERYMEN:::
Tel. Red 533.
Good Things to Eat.
TRY US

In the alphabetical list of names the wife's name (in parentheses) follows the name of her husband, and when she is in business for herself, or employed in an office or store, an independent address is also given.

For names not found in their proper place, refer to matter classified under the head of "Changes, Omissions, Etc."

The word "street" is always understood.

A

Abbott, F D (Lulu M), secy Gifford Hardware Co, res 226 Remington.

Achzig, Henry (Louisa), lab, res 419 Whedbee.

Adventists (Seventh Day), church 254 E Mountain av.

Aermotor Co, The, J E Havener agt, 147 N Washington av.

Ætna Ins Co, E J Gregory agt.

Aiken Live Stock Exchange, W E Aiken propr, N College av.

Aiken, W E, Aiken Live Stock Exchange, rms 252 College av.

Akard, H L, res 350 N College av.

Akers, Alma D, res 227 Linden.

Akers, A E, harness maker Speer's shop, res 227 Linden.

Akers, Fred, driver Wetzler's Express, res 227 Linden.

Akin Live Stock Co, The (inc), F C Avery, pres, Ed H Hall, secy, rms 11 and 12 Robling blk.

Akin, Myron H (Elizabeth), live stock, real estate and loans, 132 Laporte av, res 1008 Remington.

Alford, Abbie, res 124 W Magnolia.

Alford, Anna, student, res 124 W Magnolia.

Alford, Fred, teacher C A College, res 124 W Magnolia.

Alford, Lore, U S V Philippine Islands, res 124 W Magnolia.

The Nimble Nickel
M. C. Coleman, Proprietor.
Notions, Stationery, School Supplies, Fancy China, - - Tinware, Graniteware, etc., etc.

J. Whitton & Co.
Dealers in Clothing, Gents' Furnishings, Hats, Caps,
Boots, Shoes, Trunks, Valises.
White Front, Linden-st.

S. E. Arscott Musical and Optical Goods, Fine Stationery
CALLING CARDS AND INVITATIONS ENGRAVED

W. T. HOLLOWELL & CO.,
Telephone Red 343.
Two doors north of Postoffice.
FURNITURE and UNDERTAKING.
Queensware, Wall Paper, Window Shades, Picture Frames, Carpets, Curtains, Linoleum, Draperies, Baby Buggies, Lamps, Glassware.

Alford, N C (Anna), director Poudre Valley Bank, res 124 W Magnolia.

Alger, G (Grace) (Alger & Boyst), res Linden.

Alger & Co (G A Alger, M L Boyst), College Avenue Market, 116 S College av.

Alix Oil Co, The, Isaac Canfield, pres and gen manager, Morris J Jones, vice pres, C B Canfield, secy and treas, 170 N College av.

Alkire, Homer, farmer, res 608 Peterson.

Alkire, S C (Elizabeth J), res 608 Peterson.

Allard, Anna, domestic court house.

Allen, Martha S Mrs (wid), res 401 Smith.

Allen, R K, teacher, rms 619 S Mason.

Allen, Stella, nurse, res 828 W Mountain av.

Alliance Assurance Co, E J Gregory agt.

Allquest, John, stonemason, bds City hotel.

American Central Fire Ins Co, The, M. P. Hanford agt.

Ammons, Theodosia G, tchr C A C, bds 202 W Olive.

Anderson Arthur, sudent, bds 128 W Myrtle.

Anderson, Carl, mgr Courier, res 612 S Howes.

Anderson, Cora Miss, bkpr P. Anderson, res 300 S Howes.

Anderson, Maude, advg mgr Weekly Courier, res 612 S Howes.

Anderson, Nellie Mrs (wid), res 414 S Meldrum.

Anderson, Paul F, student, res 300 S Howes.

Anderson, P (Anna J), pres National Bank, implements and general produce, 222 Walnut, res 300 S Howes.

"Just as the Sun Goes Down,
Touch the Button, We Do the Rest."
Electric Co.

T. J. Montgomery, OFFICE No. 10 Rohling Block.
NOTARY PUBLIC.
Real Estate, Loans and Insurance

Anderson, P O (Flora J), hod carrier, res 418 W Olive.

Andrews, R J (Katherine) (Loomis & Andrews), pres Crystal Ice Co and Gifford Hdw Co, res 603 Remington.

Andrews, Chas B (Julia), res E end Garfield.

Andrews, Jas H, student, res E end Garfield.

Ankeny, John L, stamp clk P O and secy Civil Service com, bds 224 Canyon av.

Annis, Claude H, m and c engineer, res 310 S College av.

Annis, Frank J (Maria), atty, vice pres Electric Co, rms 5 and 6 Rohling blk, res 310 S College av.

Annis, Lorna E, student, res 310 S College av.

Annis, Margie G., student, res 310 S College av.

Annis, Wade, student, res 310 S College av.

Applegate, John, clk C O Hunter, res 117 Lincoln av.

Argus Printing Co, The, E L Turner and C L Wiedmann, props, 228 Linden.

Argus, The Weekly, E L Turner editor, C L Wiedmann, bus mgr, 228 Linden.

Armstrong, Andrew (Anna), res 225 S College av.

Arnold, Chas, yardman R R McGregor, bds Poudre Valley house.

Arscott, Florence Hattie Miss, music teacher, res 506 S Howes.

Arscott, Sidney G, student, res 506 S Howes.

Arscott S E (Rosa), jeweler and optician, 117 S College av, res 506 S Howes.

Arthur, James B (Mary), pres New Mercer Ditch Co, vice pres Poudre Valley Bank, res 334 E Mulberry.

..TAXIDERMY AND TANNERY..
Moved from Steamboat Springs.
VISITORS WELCOME.
F. B. FINLEY, Proprietor.

Tedmon House.
By Mrs. N. M. Harris.
Cor. Linden and Jefferson-sts.
Recently Refitted Throughout.
Large Sample Rooms.
Special Rates by the Week.

Dukes & Woodring SIGN, CARRIAGE and HOUSE PAINTING . . . . 201 Jefferson-st. . . . .

We Have REDUCED PRICES!
Patronize the store that saves you money.
OWL DRUG STORE, STUVER & CO.
College and Mountain-avs. 'Phone Black 512.

Arthur Ditch Co, C F Davis, secy, Welch blk.
Atherly, Clifford S, letter carrier, res 616 S College av.
Atherly, E A (Mary E) (Vandewark & Atherly), res 616 S College av.
Atherly, Varina Miss, student, res 616 College av.
Atlas Assurance Co, E J Gregory agt.
Auld, Matthew, student, 210 W Mulberry.
Ault, Aida E, res 319 S College av.
Ault, Alexander, prop Ault's elevator, res 319 S College av.
Ault, Edson, student, res 319 S College av.
Ault Elevator, Alexander Ault, prop, cor Maple and N Mason.
Ault, Winton M, student, res 319 S College av.
Austin, Sarah Mrs (wid), nurse, res, 213 Laporte av.
Auten, Harriett, music teacher, res 303 S College av.
Autrey, Lillie, domestic, 307 Matthews.
Avenue Grocery (St Clair Bros), College and Mountain avs.
Avery, Claire, res 504 Laporte av.
Avery, Delos, student, res 504 Laporte av.
Avery, Edgar D (Mabel), asst cashier First National Bank, res 316 W Mountain av.
Avery, Ethel E, student, res 328 W Mountain av.
Avery, Franklin C (Sara), pres First National Bank, res 328 W Mountain av.
Avery, George Porter, res 504 Laporte av.
Avery, Mettie L, student, res 328 W Mountain av.
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Ayers, Byron (Eliza), res 317 Smith.

Ayers, B F (Adaline), plasterer and stonemason, res 514 Peterson.

Ayers, Elsie C, teacher, bds 323 S Howes.

Aylesworth, Dr Barton O (Georgia L), pres Agricultural College, res 402 Remington.

Aylesworth Elaine E, student, res 402 Remington.

Aylesworth, Merlin H, student, res 402 Remington.

Ayres, T W, student, res 605 S College av.

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B

Bacon, A B Mrs, res 160 S College av.
Bacon, C D, miner, res 160 S College av.
Bailey, A C (Edith) (Carlton & Bailey), res 122 Riverside av.
Bailey, A C Mrs, drsmkr Kimball blk, res 122 Riverside av.
Bailey, George G, student, res 517 S Howes.
Bailey, George W (Belle J), atty at law First Natl Bank blk, res 517 S Howes.
Bailey, Isaiah L, student, res 517 S Howes.
Bailey, James (Elizabeth), upholsterer, res 210 N Howes.
Bailey, Jean, student, res Kimball blk.
Bain, John, carpenter, bds 622 S College av.
Baker, A C (Nancy), undersheriff, res 257 N College av.
Baker, A L Mrs (wid), res 307 S College av.
Baker, Edna B, student, res 307 S College av.
Baker, Edward R, res 304 E Mulberry.
Baker, F R (Elnora S), city mayor, res 304 E Mulberry.
Baker, Laura May, student, res 257 N College.

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Ball, Elmer D (Mildred), teacher College, res 600 Matthews.
Ball, Halleck (Katie), emp C & S, res 411 Willow.
Ball, Henry H (Eva A), student, res 516 S College av.
Balmer, H M (Helen M), coroner, undertaker J V Barker Mer Co, res 308 E Oak.
Baptist (First) church, cor Remington and Magnolia av, Rev I N Monroe pastor.
Barger, Jessie, nurse, res 620 S College.
Barker, John V (Carrie L), secy and treas J V Barker Mer Co, res 528 S College av.
Barker Mercantile Co, The J V (inc), J V Barker, mgr, secy and treas, 121-7 S College av.
Barkley, Davis, clk J A Brown & Sons, res 315 Remington.
Barkley, E R (Lilla), stockman, res 426 S College av.
Barkley, Fannie Mrs (wid), res 315 Remington.
Barkley, May, student, res 426 S College av.
Barnes, F E, clk Tedmon house, bds same.
Barnes, H L Mrs (wid), res 407 S Howes.
Barnhart, B L, (Johnson & Barnhart), rms 254 Linden.
Battey, Faith Mrs (wid), res 521 Matthews.
Battey, Samuel W (Annie), yardman S B Purdy, res 226 Elm.
Baul, Frank J (Grace), carp C F Button, res 422 Canyon av.
Baxter, F E, prop Mountain Avenue livery, rms 102 Cherry.
Baxter, George, wks Milling & Elevator Co, bds Poudre Valley hotel.
Baxter, Ray, student, rms 102 Cherry.
Bay, G E (Katie), gardener, res 522 N College av.
Beach, Annie, student, res 337 E Olive.

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Beach, Herbert, res 400 S Howes.
Beach, J T (Silvina), stockman, res 400 S Howes.
Beach, Maggie, res 400 S Howes.
Beach, Minnie, clk Larimer Dry Goods Co, res 400 S Howes.
Beach, Nellie, student, res 337 E Olive.
Beach, Roxana Mrs (wid), res 143 Remington.
Beach, Thomas (Lucy) (Beach & Schroeder), res 337 E Olive.
Beach & Schroeder (Thomas Beach, F J Schroeder), wholesale butchers and live stock dealers, 166 N College av.
Bean, Clara Mrs (wid), clk Larimer Dry Goods Co, res 217 Remington.
Bean, Mary E Mrs (wid), bds 215 S College av.
Beau, Emma Mrs (wid), dressmaker rm 12 Miller blk.
Beaver Creek Reservoir Co, E J Gregory, secy, 126 S College av.
Beggs, Dorothea K, teacher, res 201 Remington.
Beers, Lois Ann, res 124 W Myrtle.
Bell, Luella, dressmaker, res 508 Peterson.
Bell, Salley Mrs (wid), res 508 Peterson.
Bell, Stella, student, res 603 E Olive.
Bell, T M, farmer, res 508 Peterson.
Bell, W G (Laura B), electrician 127 W Mountain av, res 603 E Olive.
Bennett, Anna L, teacher, res 420 Remington.
Bennett Bros (E J Bennett, Will Bennett), cattle dealers.
Bennett, C C, traveling salesman, res 203 W Myrtle.
Bennett, Clara J Mrs (wid), res 340 Jefferson.

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Bennett, E J (Kate) (Bennett Bros), res 334 E Oak.
Bennett, Nell, clk Secord's book store, res 203 W Myrtle.
Bennett, R P Mrs (wid), res 420 Remington.
Bennett, R W (Laura), stockman, res 310 S Howes.
Bennett, S B Mrs (wid), boarding house 203 W Myrtle.
Bennington, Arthur, lab, res 208 Peterson.
Bennington, Eugene, res 208 Peterson.
Bennington, George, lab, res 208 Peterson.
Benson, Maud, student, res 606 S Sherwood.
Berg, Lissie Mrs, res 316 Pitken.
Bernard, Alva, student, res 226 S College av.
Bernard, P, boot and shoe house 113 Linden, res 226 S College av.
Berquist, Maud, domestic, 420 Remington.
Biggs, Jesse, lab, bds Home hotel.
Bills, Frank, student, res 210 W Mulberry.
Billyard, R V, solicitor, bds Home hotel.
Bishop, Charles (May), lab, res 216 Cherry.
Bishopp, B G D, student, res 1014 Matthews.
Bishopp, F C, student, res 1014 Matthews.
Black, C A (Hattie E), Corbin-Black-Wilson Lumber Co, res 427 Smith.
Black, George (Virginia), bkpr R R McGregor, res 525 S Howes.
Black, Nellie, bkpr Corbin-Black-Wilson Lumber Co, res 427 Smith.
Blackmer, Almon N, student, res 303 N College av.
Blackmer, Guy, student, res 303 N College av.

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Blaisdell, Harvey L (Mamie), agent Tel Co, res 128 N Howes.
Blaisdell, H L Mrs, opr Tele Co, res 128 N Howes.
Blanchard, Benjamin F (Blanchard & Son), res 132 Laporte av.
Blanchard, Maude A, student, res 132 Laporte av.
Blanchard, William C (Blanchard & Son), res 132 Laporte av.
Blanchard & Son (William C Blanchard, Benjamin F Blanchard), commission men 132 Laporte av, res same.
Bloom, B F (Hattie), lab, res 917 Remington.
Bloom, G W, lab, res 917 Remington.
Bloom, John, farmer, res 420 Garfield.
Bloom, John (Susan), miner, res 917 Remington.
Blue, George R (Rachel), lab, res 156 W Mountain av.
Blue, James, lab, res 156 W Mountain av.
Blunck, John Mrs, dressmaker, res 315 Howes.
Blunck, Nellie, domestic 334 E Oak.
Bock, Charles (McCreery & Bock), rms 156 Linden.
Bock, Henry (Mina), lab, res 114 Cherry.
Bode, Theodore C (Elizabeth S), clk Scott's Pharmacy, res 220 Remington.
Bodwell, V C (Florence), carp and con, res 311 S Howes.
Boorse, Alfred, pntr Geo Graham, bds 244 W Mountain av.
Boorse, Jonas R, carp, bds 244 W Mountain av.
Bossart, Lou J, teacher, bds 429 Remington.
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Botsford, C E Mrs (wid), dressmaker, res 715 E Magnolia.
Botsford, W N, carpet weaver, res 715 E Magnolia.
Boughton, Clark L, res 113 N Sherwood.
Boughton, Jay H (Celestia), res 113 N Sherwood.
Boughton, Sarah M Mrs (wid), res 139 N Sherwood.
Box Elder Ditch & Water Co, C F Davis, secy, Welch blk.
Boyce, Henry (Agnes), lab, res 416 Pine (rear).
Boyd, A M (Lula), carp and con, res 130 Riverside av.
Boyd, E P (Frances Howard), teacher College, res 407 S College av.
Boyst, M L (Alger & Co), res 164 S Mason.
Bradford, Ben, farmer, bds City hotel.
Bradley, H C (Maude May), photograph gallery 150 N College av, res 412 S Howes.
Bradley, Isaac C, machinist R A Bradley, bds 403 S Howes.
Bradley, R A (Enna), "Fix It" shop, res 403 S Howes.
Bradley's Studio (H C and M M Bradley), 150 N College av.
Bradt, Tessa Mrs, laundress, res 118 Peterson.
Brandin, J R, mandolin teacher, bds 806 S College av.
Brannan, O F, solicitor, bds Commercial hotel.
Branstool, John (Elnora), wks O A Sproal, res 221 Remington.
Bratton, Etta, student, res 425 S Howes.
Brawner, Eugene L (Mary), brklyr and con, res 228 Whedbee.
Breniman, A L (Marietta) (Breniman Bros), res 202 W Mulberry.
Breniman, J F (Lizzie S), res 418 W Myrtle.
Breniman, W R (Breniman Bros), rms 403 S College av.

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Brinker, George F (Jane), stockman, res 424 S Grant av.
Brisbrous, Lizzie Mrs, cook Tedmon house.
Bristol, Addie S, student, res 207 W Myrtle.
Bristol, Elsa A, student, res 228 W Olive.
Bristol, Noah (Harriet A), stockman, res 228 W Olive.
Bristol, J H (Alice), trav salesman, res 207 W Myrtle.
Bristol, Ralph F, student, res 207 W Myrtle.
Bristol, Warren J, student, res 207 W Myrtle.
British American Assurance Co of Toronto, T J Montgomery agent.
Britton, Charles (col), house cleaner, res 310 N Meldrum.
Brockway, Arthur, dairyman, res 216 Sycamore.
Brockway, J M (Eliza), dairy, res 216 Sycamore.
Brolliar, T C (Clara), miller Lindell Mills, res 218 Jefferson.
Bromley, H A (Nellie M), Collins Cash Clo Co, res 513 E Oak.
Brookhart, Alice, res 307 E Mountain av.
Brookhart, S E (Mabel), blksmith E C Violet, res 307 E Mountain av.
Brooks, D G (Sarah E), farmer, res Mulberry.
Brooks, G W (Alta), lab, res 225 Whedbee.
Brose, Anna Florelle, student, res 376 E Mountain av.
Brose, Clara M, student, res 376 E Mountain av.
Brose, H L Mrs (wid), res 376 E Mountain av.
Brough, George, res 113 N Washington av.
Brown, Clarence, student, res 531 Matthews.

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Brown, Dell F (Mabel) (J A Brown & Sons), res 423 Remington.
Brown, Frank J, student, res 428 S College av.
Brown, Gilpin Harry (Sylvia), stockman, bds Tedmon house.
Brown, James A (Adelaide) (J A Brown & Sons), res 428 S College av.
Brown, J A & Sons, (J A, Dell, F and Clyde H Brown), general hardware etc, 117 Linden.
Brown, J L (Carrie E), Cong minister, res 1011 Remington.
Brown, Sarah, domestic 310 S College av.
Brown, S Walter, clk Tyler-Lowe Mer Co, bds 216 S College av.
Brown, W A, lab, bds City hotel.
Brunais, J L (Blanch), plumber J A Brown & Sons, res 214 S Sherwood.
Brunton, James (Laura), miller Hoffman Milling Co, res 117 N Whitcomb av.
Bryan, A (Ellen), res 503 Peterson.
Bryan, M Edna, teacher, bds 323 S Howes.
Bryan, Nellie, student, res 503 Peterson.
Buchanan, Lizzie Mrs (wid), drsmkr, res 244 W Mountain av.
Budington, Walter, clk Killgore book store, bds 130 Matthews.
Budrow, Bessie, student, res 134 Remington.
Budrow, Jane Mrs (wid), res 221 S Meldrum.
Budrow, J T (Carrie) (Edwards, Budrow & Kissock), res 136 Remington.

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Buford, Don C, clk Johnson & Barnhart, bds Cottage house.
Burgess, Edith M, teacher, res 410 S Howes.
Burgess, Gazelle V, student, res 410 S Howes.
Burgess, W H (E J), apiarist, 410 S Howes.
Burnett, Frank J, deputy county clerk, bds Commercial hotel.
Burnett, Luther (Ella), lab, res 813 W Mountain av (rear).
Burnett, William C (May), lab, res 308 Willow.
Burnett, William L (Eva), clk Tyler-Lowe Mer Co, res 128 N Sherwood.
Burrill, Edwin (Kate), drayman, res 319 Willow.
Burtis, Edna, res 300 Pitken.
Burton, Charlotte, osteopath 143 Remington, rms same.
Burton, J H (Irene L), osteopath 143 Remington, res 620 W Oak.
Butler, Effie, teacher, res 221 S Meldrum.
Butler, James (Gertie), farmer, res 323 N Meldrum.
Butterfield, Frank, cook Home hotel.
Button, Alice, nurse, res 106 Peterson.
Button, Chas A, con and bldr 238 E Mountain av, res 106 Peterson.
Button, Elsie W, res 106 Peterson.
Buttorff, Corinne, student, res 320 S Meldrum.
Buttorff, J H (R M), headgate maker, res 320 S Meldrum.
Buttorff, Orlie, barber L E Carson, res 320 S Meldrum.
Buzzel, Frank (Anna), bricklayer, res 110 Lincoln av.

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Cahill, Margaret Mrs (wid), bdg house 318 Walnut.

Cain, James (Mary), emp Poudre Valley Trading Co, res 337 Jefferson.

Cain, J J (Temta), lab, res 417 E Magnolia.

Cain, Nanie, res 417 E Magnolia.

Cain, W L (Emma), lab res 140 Riverside av.

Cakebread, Walter (Harriett), carp and con, res 325 Elizabeth.

Caldon, M F (Millie), wks Lar co ditch, res 208 Peterson.

Caledonian Ins Co, E J Gregory agt.

Calvert, Eva S, student, res 321 E Mulberry.

Calvert, J M (E E), stkman, res 321 E Mulberry.

Calloway, Emma L, res 526 Remington.

Calloway, Libbie, student, res 526 Remington.

Calloway, Mary Mrs (wid), res 526 Remington.

Calloway, R C (Hattie N), foreman College farm, res 630 W Oak.

Cameron, Allen C (Ethel), blksmith Frank Giddings, res 510 S Meldrum.

Cameron, Geo, butcher H A Galbraith, bds 619 S Mason.

Cameron, John Jr (Nora), tmstr, res 207 W Magnolia.

Cameron, J H Mrs (wid), res 619 S Mason.

Cameron, Robt (Gertrude), emp H A Galbraith, res 219 Myrtle.

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Campbell, Katherine, teacher, res 220 S Sherwood.

Campbell, Maude, student, res 220 S Sherwood.

Campbell, Stella, student, res 220 S Sherwood.

Candy Kitchen, Marie Lafitte prop, 257 Linden.

Canfield, C B (The Fort Collins Oil Co), bds 419 S Howes.

Canfield, Isaac (Imogene), pres The Fort Collins Oil Co, res 419 S Howes.

Carhartt, G L, plumber Fort Collins Plumbing and Heating Co, bds 203 W Mulberry.

Carleton, O H (Myrta), stkman, res 525 Willow.

Carlow, Francis D, lab, res 217 Jefferson (up).

Carlow, E T (Armintha), lab, res 217 Jefferson (up).

Carlton, L N (Maud) (Carlton & Bailey), res 511 Willow.

Carlton & Bailey (L N Carlton and A C Bailey), pntrs and ppr hgrs, 240 Linden.

Carol, J W, fmr, bds City hotel.

Carpenter, L G (Mary J), teacher C A C, res 608 Remington.

Carpenter, M P Mrs (wid), res 131 S Sherwood.

Carrigan, Wm, miner, bds Poudre Valley hotel.

Carson, L E (Martin), barber College av, res 425 S Howes.

Carsrud, Clara, res 122 Riverside av.

Carsrud, H C (Anna), fmr, res 122 Riverside av.

Cartwright, Grace, res 437 Willow.

Case, S C (Lillian B), depy co assessor, res 317 W Mountain av.

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Casiday, T F (Neva), lab, bds 818 E Myrtle.
Catlin, T U (L C), lab, res 327 Maple.
Catlin, W T, lab, res 327 Maple.
Cattell, E D (Emma L), sub mail car, res 604 Garfield.
Cattell, Horace M, student, res 604 Garfield.
Cattell, Lewis E, student, res 604 Garfield.
Cattell, Marjorie, student, res 604 Garfield.
Caughey, Tom, stk dlr, bds City hotel.
Caverley, Harvey, clk Breniman Bros, res 332 E Magnolia.
Cecil, B, stenographer, bds Home hotel.
Chaffee, F A (Anna), treas Collins Cash Clothing Co, res 202 Peterson.
Chaffee, A R (Sarah), res 402 Pine.
Chappell, A R, clk H G Petty, bds 227 W Mountain av.
Chatfield, Eunice Miss, stenog Akin Live Stock Co, res 128 W Myrtle.
Chatfield, I N (Lizzie), janitor College, res 128 W Myrtle.
Chatfield, Laura D, student, res 128 W Myrtle.
Chatfield, Leslie, student, res 128 W Myrtle.
Chedister, Percy A, clk Chedister's drug store, res 123 S Sherwood.
Chedister, Robert Y (Fannie A), drugs and sta, College av.
Chedister's Parlor Drug Store, 125 N College av.
Cherry, Clementine, nurse, res 526 S Howes.
Cherry, D M (L M), stkman, res 526 S Howes.
Cherry, Mae, student, res 526 S Howes.
Chickering, Clark (Adelia), contractor, res 549 N College av.

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Oysters in season.

Chickering, George, lab, 549 College av.
Childs, B F Mrs (wid), res 414 E Oak.
Childs, W J (Nellie J), electrician, res 414 E Oak.
Chim, F M, lab, bds Home hotel.
Christian (First) church, cor College av and Magnoiia, Rev William J Lockhart pastor.
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City Drug Store, F P Stover prop, cor Linden and Jefferson.
City Fire Department, headquarters 234 Walnut.
City Hall, 236 Walnut.
City Hotel, 317 to 321 Jefferson, William Less prop.
City Library, 130 S College av.
Clark, Logan (Elizabeth), shoemkr 142 N College av, res 428 W Laurel.
Clark, Lottie, drsmkr Miss Cooper, res 208 Remington.
Clark, Rufus, emp res 148 W Mountain av.
Clark, S E, dentist 21 Welch blk, bds Commercial hotel.
Clary, Roy (Charity), fmr, res 115 S Sherwood.
Clay, Carl (col), emp Corwin R Welch, 425 S College av.
Clay, Charles Henry (Annie) (col), city scavenger, res 317 Maple.
Clay, Jessie, (col), res 317 Maple.
Clay, Katie (col), res 317 Maple.
Clay, Lilie (col), cook, res 317 Maple.
Clay, Will (col), lab, res 317 Maple.
Clemens, Charles (Della), confectioner, res 422 E Oak.
Coffman, John (Bessie), stkman, res 505 S Howes.

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Coffman, J W (Margaret), lab, res 520 S Meldrum.

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Cole, J R, wks Water Supply & Storage Co, bds Poudre Valley house.

Coleman, J A (Mary C), printer, res 382 E Mountain av.

Coleman, J May, teacher, bds 429 Remington.

Coleman, Mary C Mrs, prop "Nimble Nickel", res 382 E Mountain av.

Collamer, Arathusa Mrs (wid), res 616 E Magnolia.

Collamer, Frank (Alice), kndg wood, res 317 N Meldrum.

Collamer, Mary, res 317 N Meldrum.

College Avenue livery stable, T L Moore prop, 161 N College av.

College Avenue Market, Alger & Co props, 116 S College av.

Collins, Burt, lab, 120 N Howes.

Collins Cash Clothing Co, The (inc), W C Stover pres, R M Ferguson secy, F A Chaffee treas, 143 Linden.

Collins, Cora, res 124 Lincoln av (rear).

Collins, Clinton, lab, res 425 N Grant.

Collins, Edgar (M Ethel), pstl clk P O, res 313 S Meldrum.

Collins, E P (Sarah), miner, res 120 N Howes.

Collins, Francis W, student, res 645 S College av.

Collins, L, lab, res 425 N Grant.

Collins, Ray, student, res 120 N Howes.

Collins, Thomas, lab, bds Home hotel.

Collins, T J (Elizabeth), fruit grower, res 718 Elizabeth.

Colorado Agricultural College, S End College av.

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Colorado Development Co, The (inc), F R Baker pres, L C Moore secy and treas, First National Bank.

Colorado & Southern railway depot, N E cor Laporte av and N Mason.

Colorado Telephone Co, First National Bank blk (up).

Colpitts, Cleo Mrs (wid), res W end Maple.

Commercial Hotel, 166 to 188 N College av, W A Howard, prop.

Comstock, E L Mrs (wid), cook, res 237 Jefferson (up).

Comstock, W (Hattie), lab, res 160 S College av.

Conley, M T, con 210 N College av, res 1002 S College av.

Connecticut Fire Ins Co, E J Gregory agt.

Connor, A B (Mary L), agt Col & Southern R R, res 415 Matthews.

Connors, Charles, student, res 616 W Oak.

Connors, Michael (Beatrice), res 616 W Oak.

Consigny, Ed, stenog Frank Annis, res 600 S Meldrum.

Consigny, J F (Alice), insurance, res 600 S Meldrum.

Consolidated Plaster Co, James B Arthur, secy and treas.

Continental Ins Co of New York, T J Montgomery agt.

Cook, Mary D Mrs (wid), nurse, res 211 W Olive.

Cook, Simeon J, lab, bds Poudre Valley hotel.

Cooksie, C S (Ella), mgr Ault's elev, res 131 N Loomis.

Cooper, Esther, res 407 Jefferson.

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Cooper, R R, lab, res 407 Jefferson.
Cooper, W N, police magistrate, res 407 Jefferson.
Cope, George (Margaret), fmr, res 427 W Mulberry.
Corbett, M E Mrs (wid), res 127 W Mulberry.
Corbett, Virginia H, teacher C A C, res 127 W Mulberry.
Corbin-Black-Wilson Lumber Co, The (inc), Franklin Corbin pres, Chas A Black secy, Mrs S J Corbin treas, 243 N College av.
Corbin, Franklin (Marie L) (Corbin-Black-Wilson Lumber Co), res 331 S Howes.
Corbin, S J Mrs (wid), res 123 W Magnolia.
Cornucopia restaurant, Mrs E E Littlefield prop, 169 N College av.
Cornwell, W N (Martha), priv bdg hs, res 216 S College av.
Cottage House, M and F Nightingale, props, 242 to 244 Jefferson.
Couch, C M Mrs (wid), res 407 S Howes.
Counter, Ben, student, res 401 Matthews.
Counter, James C, student, res 401 Matthews.
Counter, J N (May T), mgr Poudre Valley Trading Co, res Canyon av.
Courier Printing & Publishing Co, The (inc), Ansel Watrous pres, Carl Anderson mgr, 243 Jefferson.
Courier, Weekly The, Ansel Watrous editor, Carl Anderson bus mgr, 243 Jefferson.
Cowan, J E Mrs (wid), res 517 Remington.
Cowan, Mary, res 517 Remington.

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Cowgill, Henry (Emma), res 316 Garfield.
Coyer, Etta, dressmaker, res 120 N Howes.
Crafts, Andrew, res 608 Matthews.
Crafts, H A (E McK D), journalist, res 608 Matthews.
Crafts, Mary, student, res 608 Matthews.
Craig, James (Sarah), mason and plstr, res 721 Laporte av.
Crane, John, farmer, bds City hotel.
Crane, J J (Minnie), canvasser Pennock Nurseries, res 602 E Myrtle.
Crane, L D (Aureli), teacher C A C, res 105 N Sherwood.
Crary, A T (A J), liveryman, res 304 Garfield.
Crary, Julia A, student, res 304 Garfield.
Crary, Lucy J, res 304 Garfield.
Crary, Mary B, teacher, res 304 Garfield.
Creed, Sarah A Mrs, res 122 Pitken.
Crescent Restaurant, C Payne prop, 239 Linden, res same.
Crocker, Abe E, lawyer, rms 249 Linden.
Crocker, Arthur (Florence), wks Hay and Grain depot, res 249 Linden.
Croff, D W (Achsch), prop Manila House, res same.
Crone, Albert Mrs, res 621 S Meldrum.
Cronin, Elva Mrs, res 128 W Myrtle.
Cronin, Lawrence, student, res 128 W Myrtle.
Crooks, Harry (Emily), carp, res 251 Linden.
Cross, Albert C, student, res 125 Matthews.
Cross, Catharine L, student, res 225 Matthews.

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Currie, John (Margaret), farmer, res 502 S College av.

Cushing, Gardner, student, res 258 E Mountain av.

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D

Daffin, Anthony, miner, res 307 S Sherwood.
Daffin, Clara R Mrs (wid), res 307 S Sherwood.
Daffin, E H, lab, res 307 S Sherwood.
Daffin, Gertrude, domestic, res 307 S Sherwood.
Daggett, Bertha, domestic, res 331 N Meldrum.
Daggett, Dora, res 331 N Meldrum.
Daggett, William (Sarah), lab, res 331 N Meldrum.
Dailey, C E, teacher, res 516 S College av.
Dale, Dr J E (Lily), physician and surgeon 140 W Oak, res same.
Damm, Albert (Dina), bakery and grocery 142 Linden, res 144 Linden.
Damm, Dina Miss, res 144 Linden.
Daniels, Joseph F (Alice), C A C librarian, res 201 Remington.
Danielson, A H (Minnie), teacher C A C, res 220 W Mulberry.

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Danielson, Oscar (Thilda), farmer, res 428 Maple.

Dansky, N (Annie), The People's Store, res 119 Riverside av.

Darrah, Sanford (Annie), atty at law, notary public, rms Loomis blk Linden, res 319 Matthews.

Darrah, W F (Helen), clk Avenue grocery, res 250 W Mountain av.

Darnell, Fred, lab, res 203 Jefferson (up).

Darnell, Jud, lab, res 203 Jefferson (up).

Darnell, Maude, res 137 Matthews.

Darnell, Myrtle, res 137 Matthews.

Darnell, Sumner (Rachel), res 137 Matthews.

Davidson, John E (Amy B), clk dist court, res 229 W Oak.

Davie, Harry (Elizabeth), carp and con, res 601 S Sherwood.

Davis, A L Mrs, res 313 S Mason.

Davis, Carl, student, res 210 W Mulberry.

Davis, Charles, nightwatch Lindell Mills, res 218 Jefferson.

Davis, C F, lawyer, Welch blk, bds 146 N Loomis.

Davis, Ethel J, student, res 313 S Mason.

Davis, E B (Nancy J), res 629 W Oak.

Davis, Jessie Miss, student, res 635 S Mason.

Davis, J C (Sara L), carp 140 S College av, res 635 S Mason.

Davis, Orton, carp 140 S College av, res 635 S Mason.

Davis, Perry A (Eva), railway postal clk, res 116 N Howes.

Davy, Lottie E, student, res 519 W Mountain av.

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Davy, Vera, res 519 W Mountain av.
Davy, Zella L, student, res 519 W Mountain av.
Day, A W (Eva), lab, res 605 S Sherwood.
Day, Isaac (Belle), res 117 N Whitcomb av.
Dealy, John T (Margaret), res 303 N Meldrum.
Dealy, Laura, res 303 N Meldrum.
Dealy, Wesley, farmer, res 303 N Meldrum.
Dean, Chas (Cora), carpenter, res 617 S Sherwood.
Deaver, John (Mary), farmer, res 404 E Oak.
Debolt, Bertha, res 528 E Myrtle.
Debolt, Flora, res 528 E Myrtle.
Debolt, Florence, domestic 216 S College av.
Debolt, Leroy (Addie R), harnessmaker 137 N College av, res 528 E Myrtle.
DeCelle, J D (Jane T), blacksmith Elk shop, res 329 Willow.
Decker, Ethel Miss, drsmkr Mrs Wasson, res 503 S Meldrum.
Decker, Lida, student, res 503 S Meldrum.
Decker, Roy (Ella), res 212 W Mulberry.
Decker, S R (Jennie), carpenter, res 503 S Meldrum.
Delana, May Mrs, cook Huskisson & Mitchell's restaurant, res same.
Dellno, Walter (May), lab, res 203 Jefferson (up).
DeLochte, Ida J Mrs, res 215 Matthews.
Demmel, Marguerite, teacher, bds 125 W Myrtle.
Denig, Philip (Josephine), lab, res 203 Jefferson (up).
Denton, George, lab, res 304 N Howes.
Denton, Mary, res 304 N Howes.

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Devers, Chas (Caroline), cattleman, res 630 Remington.
Devers, Helen, student, res 630 Remington.
Dexter, G L (Mary E), lab, res 514 S College av.
Dickey, William B, cook, rms 160 S College av.
Diercks, H G (Jennie), manager   Plumbing & Heating Co, res W of town.
Dietrich, Alonzo, lab, bds Manila house.
Dilts, Delpha, res 514 Remington.
Dilts, Ina J, student, res 514 Remington.
Dilts, Merl C, clk The J V Barker Merc Co, bds 514 S Remington.
Dilts, W C (Dora A), contractor res 514 Remington.
Dimond, Peter W, lab, bds Poudre Valley hotel.
Dinnebeck, Charles (Louise), barber Gray's shop, res 167 N College av (up).
Dinnebeck, Gertrude, res 115 N Howes.
Dinnebeck, M (Eliza), shoemaker 133 S College av, res 115 N Howes.
Ditch Co No 10, P Anderson secy, 222 Walnut.
Dixon, G H (Mary), brickmkr and con, res 206 W Mulberry.
Dollahite, Ivy, res 116 Cherry.
Dollahite, William (Cynthia), farmer, res 116 Cherry.
Doolittle, C O, carpenter, res 319 S Meldrum.
Doolittle, Mary Mrs (wid), res 204 N Meldrum.
Doolittle, Minnie E, res 319 S Meldrum.

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Doolittle, T H (Sarah), res 319 S Meldrum.
Dotts, C O (Elsie), drayman, res 437 Willow.
Douglass, Earl, asst chemist C A C, res 428 S Howes.
Douglass, J C (Cynthia), coal, transfer and exp 133 S College av, res 428 S Howes.
Douglass, Wilhelmina, student, res 428 S Howes.
Downey, Austin, student, res 218 W Magnolia.
Downey, J W (Mary A), dentist Rohling blk, res 218 W Magnolia.
Drost, Frank, waiter Peterson's short order house.
Dufraine, Louis, lab, res 216 Chestnut.
Dukes, D W Mrs (wid), res 422 Stover.
Dukes, G A (Myrtle), carp and con, res 422 Stover.
Dukes, J F (Lillie M) (Dukes and Woodring), res 501 Stover.
Dukes, J W (Amanda L), carp and con, res 416 Stover.
Dukes & Woodring (J F Dukes and L T Woodring), painters 201 Jefferson.
Duncan, O H (Ada), lab, res 557 N College av.
Dunham, Gertrude, student, res court house.
Dunham, Myrtle, student, res court house.
Dunham William (Agnes), janitor court house, res same.
Dunkin, Arthur, student, res rm 9 Wood blk.
Dunkin, Clyde, lab, res rm 9 Wood blk.
Dunkin, Mrs J (wid), laundress room 9 Wood blk.
Dunkin, Oscar, lab, res rm 9 Wood blk.
Dunlap, Richard (Harriet), farmer, res 124 Lincoln av (rear).
Dunn, A H (Sarah), teacher, res 121 N Sherwood.
Durand, A G (Elizabeth), engineer Lindel mills, res 629 S Sherwood.

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Durand, Marie E Mrs (wid), res 319 Willow.
Durand, Max, miller Hoffman Milling Co, res 319 Willow.
Dwinell, L H (Mattie W), teamster, res 211 Jefferson (up).
Dyer, Charles, lab, res 230 Cherry.
Dyer, Frank, lab, res 230 Cherry.
Dyer, George (Ellen), lab, res 230 Cherry.
Dyer, George Jr, lab, res 230 Cherry.
Dyer, William (Clara), lab, res 217 Jefferson (up).
Dyer, William, lab, res 230 Cherry.
Dykeman, Josie, student, res 124 N Howes.
Dykeman, L (Mary), carpenter, res 124 N Howes.

E

Eagan, John (Clara), horse dealer, res 229 N College av.
Earl, C E, teacher, rms 129 W Myrtle.
Early, Bertha, musician, res 529 S Meldrum.
Early, Laura M Mrs (wid), res 529 S Meldrum.
Early, Lena, student, res 529 S Meldrum.
Early, W T, con and bldr 242 E Mountain av, rms 227 Linden.
Eberhardt, Martha, res 334 E Mulberry.
Eckels, S P (Myrtle), wks P P Tubbs, res 335 Linden.
Eddy, Sara E, real estate and loans 136 W Mountain av.
Ed's Place, barber shop, L E Carson prop, 102 E Mountain av.
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Edwards, A A (Phebe G) (Edwards, Budrow & Kissock), res 402 W Mountain av.

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Ehrhard, M (M C), miner, res 528 Stover.
Eisenhauer, Clara, millinery 109 E Mountain av, rms same.
Elk Blacksmith Shop, George Homolya prop, 144 Jefferson.
Elliott, H F (Minnie), pntr and ppr hgr, res 10-11 Miller blk.
Emigh, C C (Sarah E), real estate, steamship tickets, notary public, 183 N College av, res 206 E Oak.
Emigh, Charles R, res 206 E Oak.
Emigh, Elisabeth, res 429 Remington.
Emigh, Frank, telephone expert, res 208 E Oak.
Emigh, Marie, student, res 208 E Oak.
Emigh, Sussannah Mrs (wid), boarding house 429 Remington.
England, A, lab, bds City hotel.
Episcopal (St Luke's Protestant) church, cor S College av and E Oak, Rev J Thomas Crowe, rector.
Epton, Lilie Mrs (wid), res 416 Pine.
Espelien, Carl A, florist Pansy Place Greenhouse, rms 728 Laporte av.
Estes, Cale, student, res 210 W Mulberry.
Evans, Benjamin F (Mary), secy and treas Ft Collins Quarrying & Cons Asso, res 411 Linden.
Evans, Charles R, stockman, res 604 Remington.
Evans, J C Mrs (wid), res 604 Remington.

Everist, Agnes M, music teacher, res 516 Remington.
Everist, Annie, res 516 Remington.
Everist, Emily, dressmaker, res 516 Remington.
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Wade, James, sectionman, res 309 N Howes.
Wade, Lewis, painter, res 309 N Howes.
Wade, Samuel (Zerelda), painter, res 309 N Howes.
Wagy, Nellie, student, res 215 Remington.
Walden, Isaac, carpenter, bds City hotel.
Walker, Addie R, student, res 613 S Sherwood.
Walker, Frank O, farmer, res 613 S Sherwood.
Walker, George, stockman, res 630 S Sherwood.
Walker, Harry E, farmer, res 613 S Sherwood.
Walker, James, lab, bds 320 Edwards.
Walker, James R, farmer, res 613 S Sherwood.
Walker, J E (Mary), carp and con, res 423 W Mulberry.
Walker, J H C (Daisy D), investor, res 508 Remington.
Walker, Mabel, student, res 423 W Mulberry.
Walker, Maude, student, res 423 W Mulberry.
Walker, M N, res 206 S Mason.
Walker, Robert, horseman, bds Home hotel.
Walker, Robert E (Mattie J), farmer, res 613 S Sherwood.
Walker, William P, farmer, res 206 S Mason.
Walker, W A, farmer, res 206 S Mason.

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Walter, John H (Susie G), foreman Courier job rms, res 131 W Mulberry.
Wanguild, Edward (Anna), jeweler S E Arscott, res 327 E Magnolia.
Ward, Vinnie, waiter Commercial hotel.
Warner, L M Mrs (wid), clk Golden Rule, rms 110 Lincoln av.
Warner, Mrs, clk Golden Rule, res 362 E Mountain av (rear).
Warren, Charles Mrs (wid), res 307 Matthews.
Warren, N C (Moody-Warren Com Co), res 307 Matthews.
Wasson, Belle M Mrs (wid), drsmkr, res 101 Mountain av.
Wasson, L P (Annie), prop Poudre Valley hotel.
Wasson, S I, res 411 Willow.
Water Supply & Storage Co, The (inc), A A Edwards pres, W H Mullin sec and treas, 120 S College av.
Wathen, Alfred, stockman, bds Home hotel.
Watkins, C G (Alice), wks Mountain Avenue livery, rms 102 Cherry.
Watrous, Ansel (Florelle), editor Courier, res 422 W Myrtle.
Watson, Alonzo, lab, bds Home hotel.
Way, Asa, farmer, res 414 Stover.
Way, Ivan E, farmer, res 414 Stover.
Way, Walter A (Mary L), farmer, res 414 Stover.
Webb, George Arthur (Lenora S), cashier Nat bank, res 645 S College av.
Webb, Margaret, student, res 645 S College av.

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Webb, S G, janitor, res 541 N College av.
Webster, Edgar H (Sallie), stockman, res 129 Remington.
Webster, J B (Esther), farmer, res 332 E Magnolia.
Weinrich, J E (Minnie), tailor W R Shields, res 137 N Meldrum.
Welb, Ettie Mrs (wid), res 119 W Mulberry.
Welch, C R (Mary T), vice pres First Nat bank, res 425 S College av.
Welch, Jacob (Anna), res 121 W Olive.
Welch, Jennie, bkpr Moody-Warren Com Co, res 609 W Mountain av.
Welch, L W (Mary A) (Welch & Campbell), res 129 W Olive.
Welch, Mamie, student, res 609 W Mountain av.
Welch, Samuel (Lucinda), farmer, res 609 W Mountain av.
Welch & Campbell (L W Welch, J F Campbell), grocers 126 to 130 W Mountain av.
Wells-Fargo Exp Co, P B Leanard agt, E Mountain av and Linden.
Wessels, Charles R, clk, bds 342 N College av.
Wessels, Cora B, student, res 342 N College av.
Wessels, J (Florana), blksmith 217 N College av, res 342 N College av.
Wessels, Stanley, lineman Tel Co, bds 342 N College av.
West, Annie, domestic 300 S Howes.
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Wetzler, F E (Charlotte), exp and trnsfr, res 521 N College av.
Weuve, Charles, student, res 1003 Remington.

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Weuve, Ulysses (Anne), res 1003 Remington.
Weymouth, Addie, student, res 317 Stover.
Weymouth, Levi (Ada), res 317 Stover.
Whatley, Kate Mrs (wid), res 730 S College av.
Wheat, J K (Katherine), res 322 S College av.
Whedbee, B T, res 611 Peterson.
Whedbee, James C (Lillian), asst wtr supt, res 637 S Howes.
Wheeler, Sada, opr Colo Tel Co, bds 318 Walnut.
Whitacre, J H (Sallie), driver Corbin-Black-Wilson, res 248 N Mason.
Whitacre, Newton, lab, res 248 N Mason.
White, George Mrs (wid), res 305 E Magnolia.
Whiteman, J M, prop The Gem grocery, bds Tedmon house.
Whitesides, T H, res 325 S Meldrum.
Whitlock, L O (Nellie), prop Star restaurant, res 157 N College av.
Whitton, Elizabeth (J Whitton & Co), res 161 Linden.
Whitton, John (J Whitton & Co), res 161 Linden.
Whitton, John Mrs, millinery 161 Linden, res same.
Whitton, J & Co (John and Elizabeth Whitton), clothing etc, 157 Linden.
Wiedmann, C L (Florence), bus mgr The Argus, res 122 Peterson.
Wiedmann, E F (Mary E), foreman Express ofs, res 214 Peterson.
Wiedmann, Arnol, emp Express ofs, res 214 Peterson.
Wiedmann, John B (Mary), clk P Anderson, res 300 Matthews.

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Wilhoit, J C (May), carpenter, res 634 Smith.
Wilkin, Arthur M (Emma), salesman Corbin-Black, res 317 E Olive.
Wilkins, George T (Imogene), prop Commercial hotel billiard hall, res 217 Remington.
William, Agatha (col), e end Garfield.
Williams, E E (Pearl), carpenter, res 402 Jefferson.
Williams, Melvin, emp C A C, rms 322 S College av.
Williams, M J (Lucy), clk The J V Barker Mer Co, bds Tedmon house.
Williams, Sophronia (col), e end Garfield.
Williams, M D, teacher C A C.
Willard, Helen E Mrs (wid), bds Linden hotel.
Wills, E H (Georgiana), plumber Hdwr Co, res 218 W Olive.
Wilson, C N (Jennie), con and bldr 151 W Mountain av, res 139 W Mountain av.
Wilson, David, farmer, res 400 Edwards.
Wilson, D D (Sibbie), carpenter, res 638 S Meldrum.
Wilson, Mary A Mrs (wid), nurse, res 160 S Mason.
Wilson, Maud, res 400 Edwards.
Wilson, M J, druggist City Drug Store, bds Commercial hotel
Wilson, Philip (Sara), res 400 Edwards.
Wilson, Robert L, clk Avenue grocery, res 160 S Mason.
Winslow, C O (Lizzie), res 602 W Mountain av.
Wirt, Laura Gertrude, student, res 139 S College av.
Wirt, W W (Anna), emp Express, res 139 S College av.

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Wisdom, Lemuel (Mabel), clk Golden Rule, res 326 W Oak.
Witham, L P, justice of peace 210 E Mountain av, bds 317 S Mason.
Withrow, J T, lab, bds Home hotel.
Wolcott, Ernest (Nellie), insp Bell tel Co, bds 410 E Oak.
Wold, Thomas, student, bds 721 E Magnolia.
Wolf, Jesse L, lab, res 626 S Meldrum.
Wolf, Verner U, asst cash Poudre Valley bank, res 312 S College av.
Wolf, William (Julia), lab, res 626 S Meldrum.
Wolfer, George, butcher H A Galbraith, rms 2 Miller blk.
Wood, A A Mrs (wid), prop Home lndry, res 411 Jefferson.
Wood, Carolyn, teacher, rms 129 W Olive.
Wood, Charles (Myrtle), carp, res 411 Jefferson.
Wood, Edgar M (Mattie), farmer, res 631 S Mason.
Woodard, William T (Liona), lab, res 140 Riverside av.
Woodford, L C (G J), M E minister, res 411 Smith.
Woodford, Mary, teacher, bds 305 E Magnolia.
Woodring, L T (Dukes & Woodring), bds 501 Stover.
Woods, Alex M (Kate C), painter, res 315 E Olive.
Woods, Carlton C, music teacher, res 806 S College av.
Woods, C I Mrs (wid), res 728 Remington.
Woods, Frank T (Rose G), Larimer Co Marketing association, res 117 S Whitcomb av.
Woods, Grace B, music teacher, res 806 S College av.
Woods, Jessie, res 728 Remington.
Woods, Joseph (J L) (Woods & Son), res 806 S College av
Woods, L A (Lucy), baker, res 331 Jefferson.

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Woods, Mabel, res 728 Remington.

Woods' Music Store, Woods & Son prop, musical goods, 246 Linden.

Woods & Son (J Woods), props Woods' Music store, 246 Linden.

Woods, Zelma, res 728 Remington.

Workman, W H, lab, res 317 E Mulberry.

Wright, Ethel, student, res 251 Linden (up).

Y

Yandell, N E Mrs (wid), res 324 E Magnolia.

Yap, Lou Hi, laundryman Commercial hotel.

Yetter, Birdie, res 209 Matthews.

Yetter, David H, photog, res 209 Matthews.

Yetter, J C (Diana M), stone and brkmsn, res 209 Matthews.

Yetter, Viola, drsmkr, res 209 Matthews.

Young, S A (Lydia), blksmith and wagonmkr 820 Peterson, res 406 Garfield.

Young, Nellie, clk A L Rohling, bds 244 W Mountain av.

Youtsey H S (A H), res 217 W Oak.

Z

Ziemer, William F (Maggie) (Carriage hospital), res 346 Jefferson.

Zinn, Alice, dressmkr, res 529 Sycamore.

Zinn, Georgia, seamstress, res 529 Sycamore.

Zinn, G W (Elizabeth), farmer, res 529 Sycamore.

Zinn, John, lab, res 529 Sycamore.

Zinn, Zenas, clk, res 529 Sycamore.

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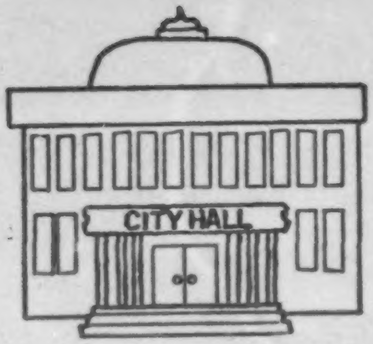


A CITY COUNCIL SIMULATION

PURPOSE:

The purpose of this unit is to give students some experience in (1) conducting a city council meeting, (2) using the inquiry method, and (3) examining some public service careers which require business and office skills, especially organization and management skills.

MAJOR ACTIVITY:

The major activity of this unit is a simulation of a city council meeting. The class first views three transparencies, each depicting a problem situation which one might encounter in any community. After discussing these three problems and hypothesizing solutions to each, students select one problem as the basis for a city council meeting. Students assume the roles of city officials, city council members, and community representatives and participate in a city council meeting called to deal with the problem.

In the course of this unit, students will work through the inquiry process which consists of the following five steps:

1. Identifying the problem
2. Developing hypotheses (regarding solution to problem)
3. Testing hypotheses
4. Drawing conclusions based on evidence
5. Determining action to be taken in light of the findings and conclusions

The unit contains instruction sheets which give students the information they need about the roles to which they are assigned. Career information about the public service occupations is discussed at the time the roles are assigned. The procedures to be used in this unit are given on the following pages. In the procedures, the steps of the inquiry process have been printed in italics so that they may be easily identified.

PROCEDURES:

Before Class:

1. Review all unit materials.

2. Make transparencies of the three illustrations in Appendix A (pages 175-177).

3. Secure an overhead projector.

4. Make copies of all student information and instruction sheets (Appendix B, pages 179-194).

During Class:

1. Show and discuss overhead transparencies of the three illustrations contained in Appendix A. Each of the three illustrations depicts a specific type of problem that might occur in any community. Have students *identify the problem* depicted in each illustration and *hypothesize solutions* to the problem. Discussion guides to the transparencies are provided on pages 171-173.

2. Ask students to select one of the three problem situations as a topic for a city council meeting. Write the problem selected on the chalkboard. Then explain to students that they are to simulate a city council meeting that has been called especially to deal with this problem because the problem is reaching epidemic proportions. The action taken by the simulated city council in dealing with the problem will give students an opportunity to *test their previously hypothesized solutions* to the problem.

3. In a discussion with students, decide which city employees would be expected to attend the city council meeting and which community groups are likely to be represented at the meeting. List these groups on the chalkboard, leaving ample room after each to later write in the name or names of students who are to take each role. The completed list should include each of the following and should be followed by a blank line or space:

Mayor ____________________
City manager ____________________
City clerk ____________________
City council members ____________________
Police representatives ____________________
Business representatives ____________________
School staff representatives ____________________
Parent representatives ____________________
Student representatives ____________________

4. Assign students (or allow students to volunteer) to take the roles listed above. Assign one student each to the roles of mayor (who will be in charge of the meeting), city manager, and city clerk; assign five students to city council member roles; and divide the remaining class members among the other roles listed in item 3 on the preceding page.

   When assigning roles, take the opportunity to discuss the occupations of mayor, city manager, and city clerk in terms of the duties, preparation required, the way appointments to the jobs are secured, and rewards of the jobs. Some information about each of these topics is given in the box below:

Topic / Occupation	Mayor	City Manager	City Clerk
Duties	.Supervises city offices, departments, and agencies .Organizes departments to carry out city programs .Represents city at ceremonial occasions .Presides at city council meetings	.Administers activities of such city departments as public works, law enforcement, tax, etc. .Supervises city employees	.Records minutes at city council meetings .prepares agendas, reports, etc. .Maintains file of ordinances and resolutions .Helps supervise accounting system
Preparation	.Broad educational background, including study of management and public relations .Experience in social service occupations and management	.Broad educational background including study of public business administration .Experience in public service occupations, management	.Broad educational background including administrative and office skills .Experience in public or social service occupations
Appointment	.Elected by voters in community .Appointed by city council (Note: depends on form of local goverment)	.Appointed by city council, generally	.Appointed by city council, generally
Rewards	.Recognition, status in community .Pay varies; in some communities may be only token amount; in others quite good	.Recognition, status .Pay is moderate to very good, depending on size, location, and tax base of the community	.Recognition, status .Pay is generally moderately good to good

5. Distribute to the respective student or student groups the appropriate "City Council Meeting Preparation Sheet" and "Background Information Sheet" which are contained in the unit Appendix B, pages 179-194. The distribution list for these materials is shown on page 173.

   Ask students to prepare for their city council meeting by following the instructions on the City Council Meeting Preparation Sheets. Allow ample time for their preparations.

6. When students have had sufficient preparation time, ask those assigned to the roles of mayor, city council members, city manager, and city clerk to begin the council meeting.

   The preparation sheets explain what the duties of those assigned to each role are. For example, the mayor's preparation sheet shows what the mayor should do to prepare for the meeting and how he or she should conduct and conclude the meeting; the city council members' preparation sheet explains what they are to do; the city manager's preparation sheet explains his or her duties and provides a seating chart so that the manager can arrange the room for the meeting; and the city clerk's preparation sheet explains the clerk's duties and provides a sample agenda.

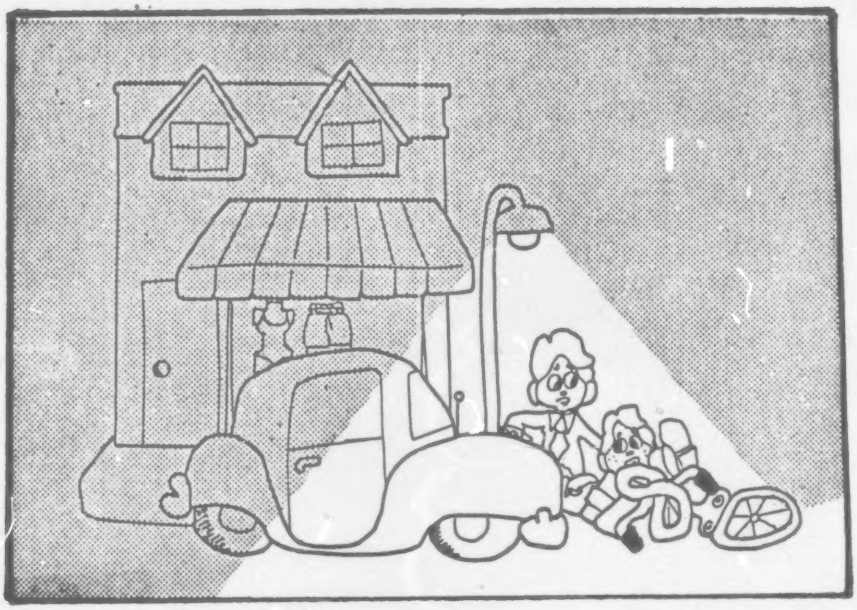
7. Observe the simulated city council meeting, assisting students when necessary. At the beginning of the meeting, remind city council members and mayor that their objectives are (1) to gather information and recommendations about the problem from interested community representatives and (2) to *formulate conclusions* concerning what should be done about the problem. At the conclusion of the city council meeting, the mayor is to announce the city council's decision as explained in the mayor's preparation sheet.

8. Discuss with students the *actions that must be taken in order to implement* the city council's decision. This is the last step in the inquiry process.

9. When the city council meeting is complete, review the inquiry process with students. Then, to conclude the unit, ask the class whether the process that the council went through in attempting to solve the problem was logical and satisfactory. If some students think the process was not logical or was in some way unsatisfactory, ask them to tell what they would have done differently.

Discussion Guide for Transparency # 1.

(with sample answers)



Identifying and discussing the problem illustrated:

1. What is happening in this drawing?

   A car and a bicycle have collided at night. Someone is injured, probably the bicyclist.

2. Are bicycle accidents a common problem in our community?

   Sometimes, especially downtown. Often after dark.

3. Have you or anyone you know had an accident like this? Describe what happened.

   Answers will vary.

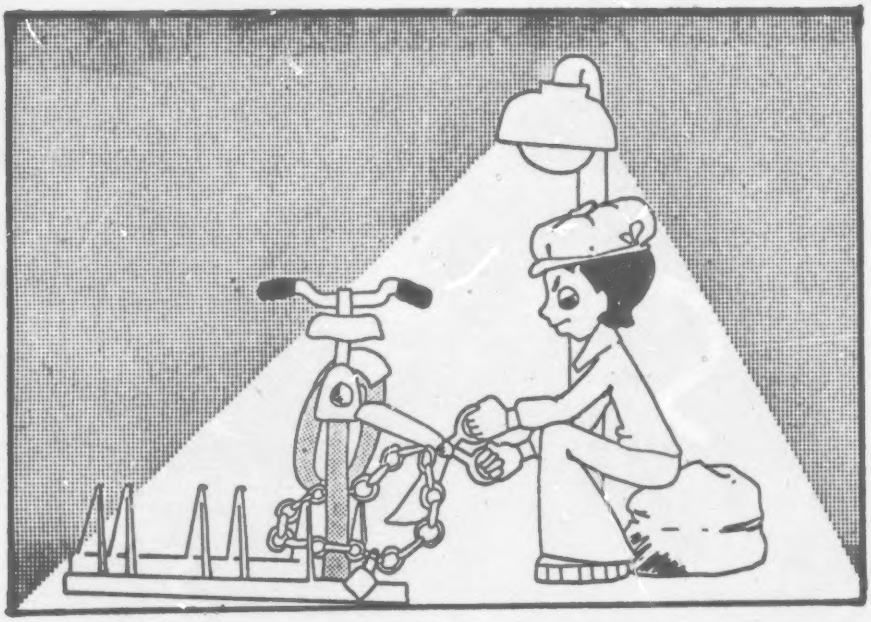
Hypothesizing solutions to the problem:

1. What might the city do to reduce bicycle accidents? (List student responses on the chalkboard.)

   Provide bicycle lanes. Require bicycles to have lights and reflectors. The city could provide bicycle safety courses for kids. Eliminate bicycle riding after dark. Etc.

Discussion Guide for Transparency # 2.

(with sample answers)



Identifying and discussing the problem illustrated:

1. What is happening in the drawing?

   A bicycle is being stolen at night.

2. Do bicycle thefts occur in our town?

   They happen often. Every day (week) somebody's bike is stolen.

3. Have you or anyone you know had a bicycle stolen? Describe what happened.

   Answers will vary.

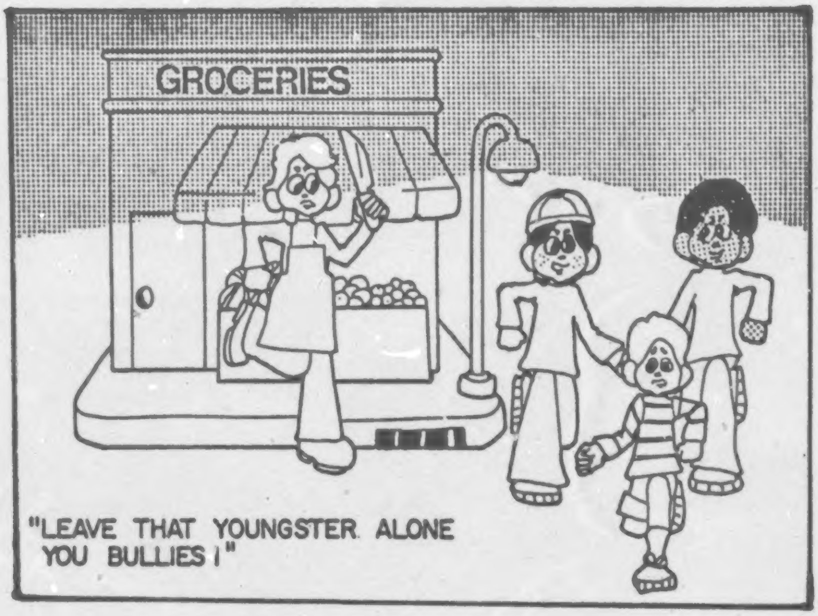
Hypothesizing solutions to the problem:

1. What can the city do to prevent bicycles from being stolen? (List student responses on the chalkboard.)

   Require bicycle registration. Require bicycles to be locked and chained. Add more patrols to the city police force. Etc.

Discussion Guide for Transparency # 3.

(with sample answers)


GROCERIES
"LEAVE THAT YOUNGSTER ALONE YOU BULLIES!"

Identifying and discussing the problem illustrated:

1. What is happening in this drawing?

   A boy is being harassed by a group of older boys. It is night. A store owner is trying to stop the fight.

2. Is harassment common in our town? *Yes. No.*

3. Have you or anyone you know been bothered? Describe what happened.

   Answers will vary.

Hypothesizing solutions to the problem:

1. What can the city do to reduce harassments and muggings. (List student responses on the chalkboard.)

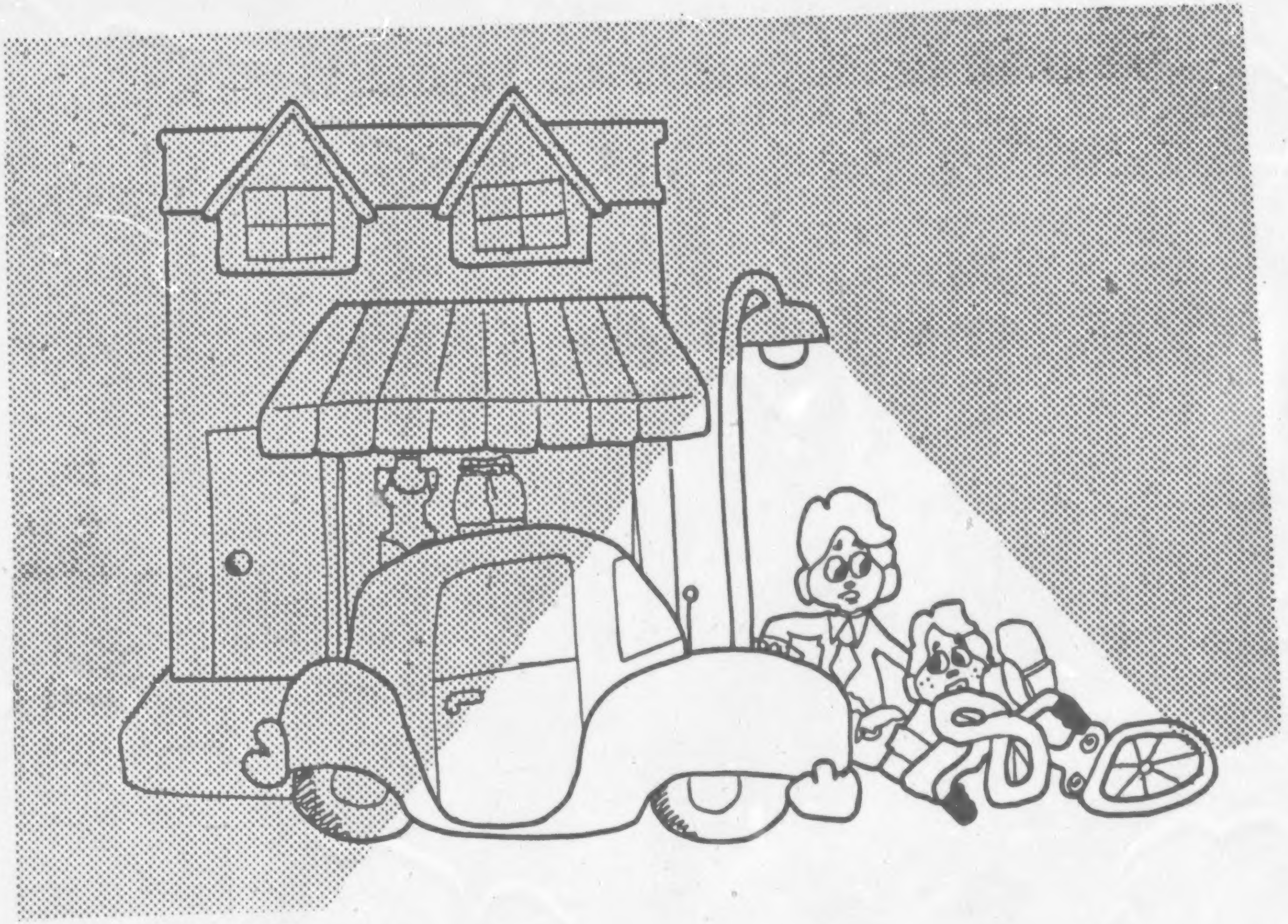
   Hire more police. Require people to carry whistles to call for help. Set up a curfew since most harassments occur at night. Nothing can be done. Etc.

APPENDIX A

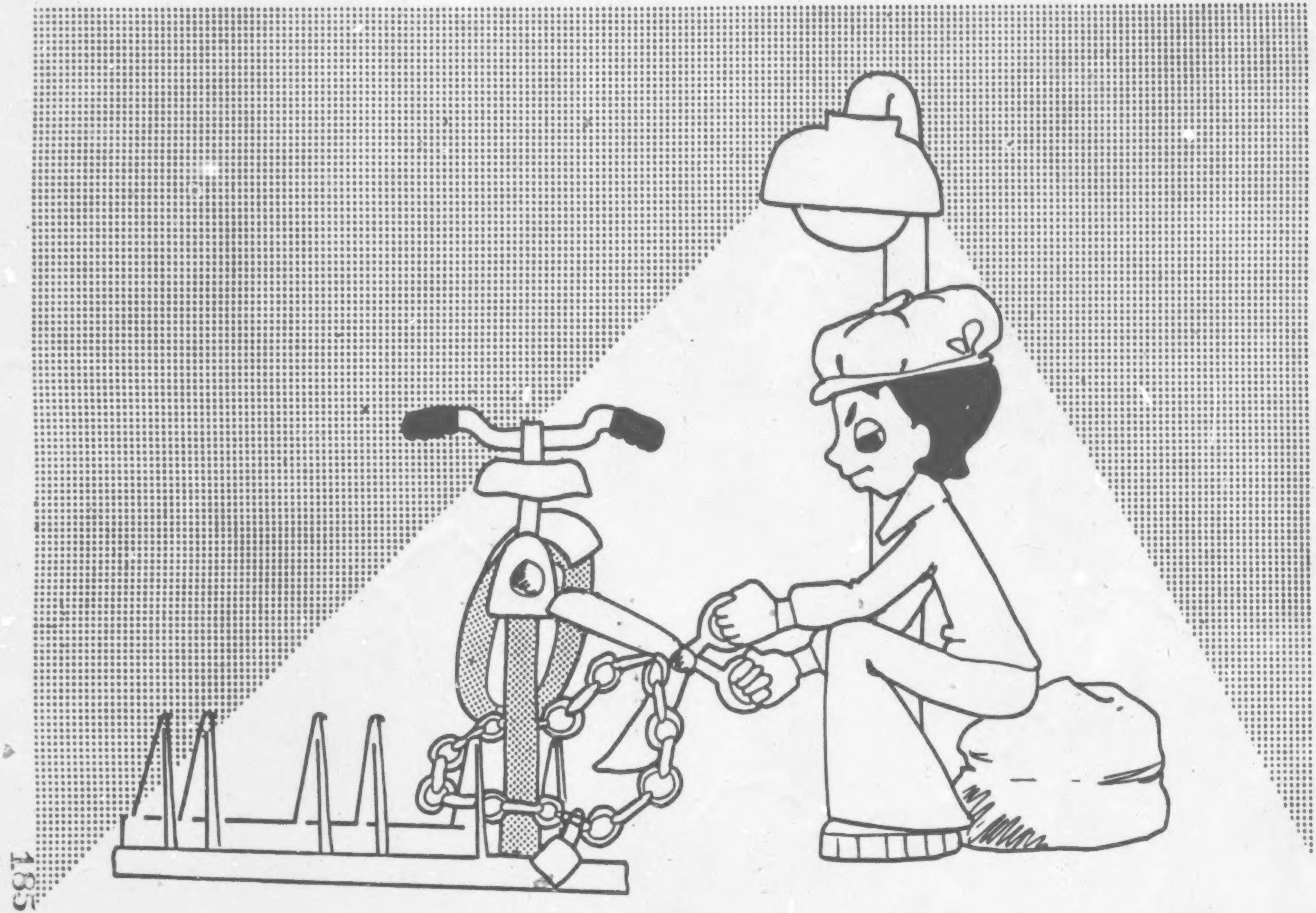
TRANSPARENCY MASTERS

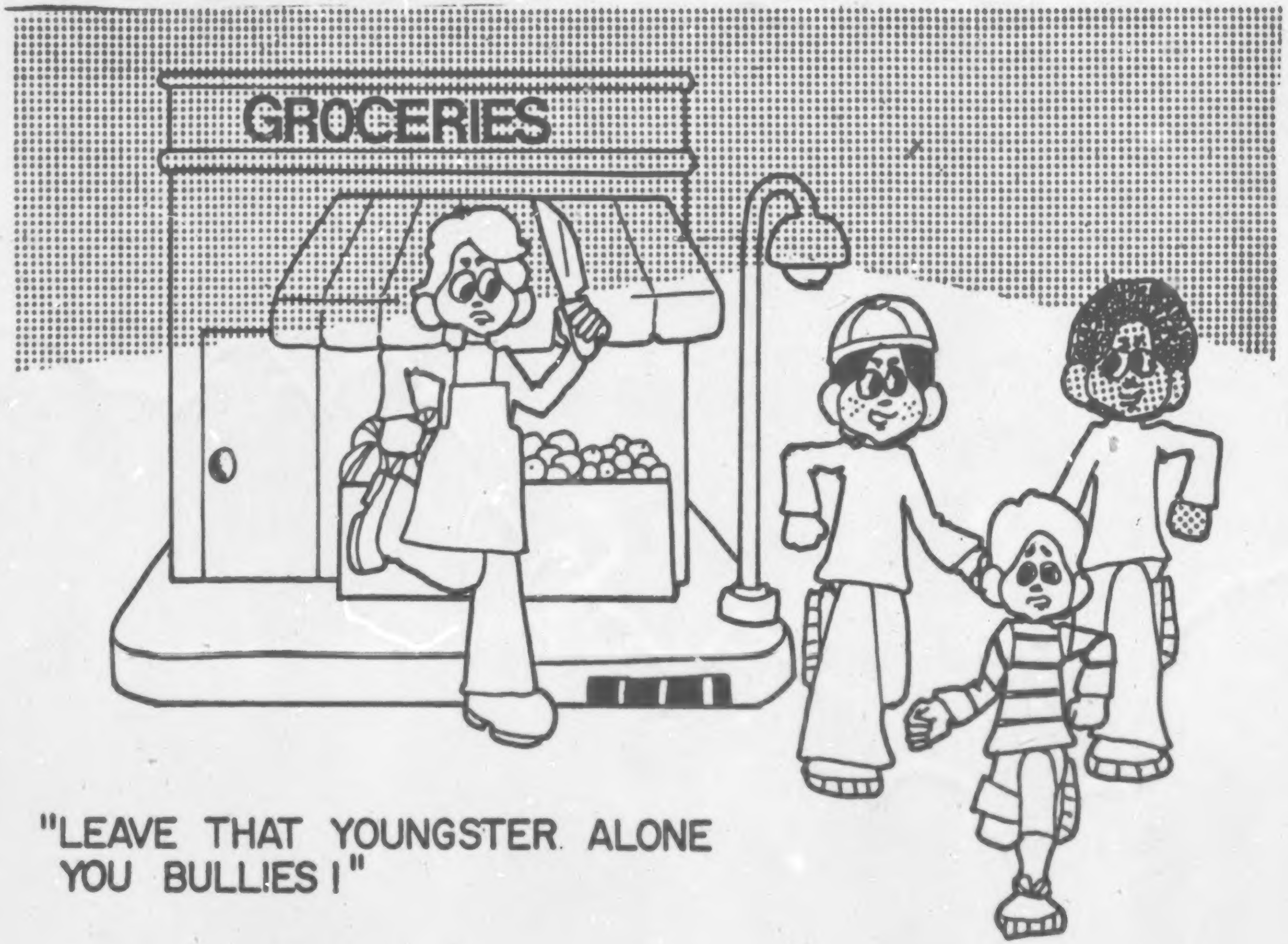
Illustrations depicting three problem situations that students are to view before selecting one as a topic for a simulated city council meeting.

Transparency # 1



Transparency # 2





"LEAVE THAT YOUNGSTER ALONE
YOU BULLIES!"

APPENDIX B

Materials to be duplicated and distributed to students in preparation for a simulated city council meeting.

After roles have been assigned to students (see item #4 in procedures, page 169), materials in this appendix should be duplicated and distributed to students or student groups as follows:

Students	Materials	Page
MAYOR	• "City Council Meeting Preparation Sheet for MAYOR"	179
	• "Mayor's Checklist"	180
CITY COUNCIL MEMBERS	• "City Council Meeting Preparation Sheet for CITY COUNCIL"	181
	• "Worksheet No. 1"	182
	• "Worksheet No. 2"	183
CITY MANAGER	• "City Council Meeting Preparation Sheet for CITY MANAGER"	184
	• "Seating Chart for City Council Meeting"	185
CITY CLERK	• "City Council Meeting Preparation Sheet for CITY CLERK"	186
	• "Agenda"	187
POLICE REPRESENTATIVES	• "City Council Meeting Preparation Sheet for POLICE REPRESENTATIVES"	188
	• "Police Background Information Sheet"	189
SCHOOL STAFF REPRESENTATIVES	• "City Council Meeting Preparation Sheet for SCHOOL STAFF REPRESENTATIVES"	190
	• "School Staff Members Background Information Sheet"	191
BUSINESS REPRESENTATIVES	• "City Council Meeting Preparation Sheet for BUSINESS REPRESENTATIVES"	192
PARENT REPRESENTATIVES	• "City Council Meeting Preparation Sheet for PARENT REPRESENTATIVES"	193
STUDENT REPRESENTATIVES	• "City Council Meeting Preparation Sheet for STUDENT REPRESENTATIVES"	194

City Council Meeting Preparation Sheet
for
MAYOR

Your major responsibility as mayor is to conduct the City Countil meeting. You are to see to it that everything runs smoothly. Be sure that you work closely with the members of the council in developing the rules and procedures of the meeting.

A good city countil meeting depends on how well you do your job, so make sure that you are well prepared. The things you must do to prepare for the meeting are listed below.

Before the meeting starts:

1. Meet with the council to develop the procedures for the meeting. The city council members have a worksheet in their materials on which to write the procedures.
2. Meet with the city council, city manager, and city clerk to decide when the meeting is to begin.
3. Obtain a copy of the agenda from the city clerk as soon as it is complete and a copy of worksheet # 2 from the city council.
4. Prepare an introductory statement giving the purpose of the meeting.
5. Plan what you will say to open and close the meeting.
6. Refer to the Mayor's Checklist and check off each item as you complete the necessary work.

During the meeting:

1. Call the meeting to order.
2. Ask the clerk to take roll to see that all concerned parties are represented.
3. Tell the audience the rules to be followed. (You may ask a member of the council to do this.)
4. Give your introductory statement.
5. Call on the first community group to give their presentation. (Repeat for each community group.)
6. Thank each group for appearing and participating.

After all community groups have presented their views:

7. Participate in the council discussion of the problem and vote on action to be taken according to voting rules developed by the council.
8. Announce city council's decision to the class.
9. Ask for questions from the class.

MAYOR'S CHECKLIST

1. *Before the meeting:*

☐ *Have I thoroughly acquainted myself with the rules to be followed during the meeting?*

☐ *Am I aware of the exact starting time?*

☐ *Do I have a copy of the Worksheet (#2) on which to take notes during the meeting?*

☐ *Have I prepared an Introductory Statement telling the purpose of the meeting?*

If you have completed all of these steps, you are ready for the meeting.

2. *During the meeting:*

(As you do each of the following, place a check in the appropriate box.)

☐ *Call the meeting to order.*

☐ *Ask the clerk to take roll.*

☐ *Explain the rules to be followed.*

☐ *Give an Introductory Statement.*

☐ *Follow the agenda.*

☐ *Follow the rules set down by the council.*

☐ *Thank the group for their presentations.*

If you completed all of these steps, you have performed well.

3. *After the presentations:*

☐ *Did I participate in the decision?*

☐ *Did I announce the final decision?*

☐ *Did I ask for questions from the class about our procedures and considerations in making a decision?*

City Council Meeting Preparation Sheet
for
CITY COUNCIL

As members of the city council, you have the important responsibility of making the final decision as to how your city will deal with the problem under discussion. In order to make a good decision, you will need to hear the opinions and information to be presented by various community group representatives. You will then consider what the groups have said and form your conclusions as to what action needs to be taken to solve the problem.

Before the meeting starts:

1. Plan the procedures to be followed in the city council meeting by completing worksheet # 1.
2. Meet with the mayor, city manager, and city clerk to decide when the meeting is to begin.
3. Prepare a copy of worksheet # 2 for each council member and mayor so they will have a form on which to take notes during the council meeting.

During the meeting:

1. Listen carefully to the opinions of all community groups.
2. Ask questions of all groups.
3. Take notes on worksheet # 2 as the groups present their views. These notes will help you in deciding what action should be taken by city council.

After the presentations:

1. Discuss the problem and the views of community groups concerning the action to be taken.
2. Make a decision concerning action to be taken on the problem.
3. Ask mayor to announce the decision.

CHECKLIST

☐ *Is worksheet # 1 completed?*

☐ *Are the rules adequate to insure a good meeting?*

☐ *Do each of us have copies of worksheet # 2 for our notes?*

☐ *Do we have a copy of the agenda?*

☐ *Do we know where to sit?*

☐ *Do we know the procedures to be followed?*

WORKSHEET 1

1. What, if any, time limit should we set for the presentation by each community group?

2. Who can ask questions? (Mayor? Councilmen?)

3. What is the procedure for questioning community groups? (Take turns? One question each?)

4. What rules do we set for the various community groups? (Can they ask questions?)

5. How do we make a final decision on action to be taken on the problem?

6. Do we vote? Who votes? How many votes are needed to pass a law?

WORKSHEET 2

Notes from City Council Meeting

Community Group_________________________
Recommendation: Reasons:

Questions I have: What do I think of their views:

Community Group_________________________
Recommendation: Reasons:

Questions I have: What do I think of their views:

Community Group_________________________
Recommendation: Reasons:

Questions I have: What do I think of their views:

Community Group_________________________
Recommendation: Reasons:

Questions I have: What do I think of their views:

Community Group_________________________
Recommendation: Reasons:

Questions I have: What do I think of their views:

City Council Meeting Preparation Sheet
for
CITY MANAGER

As city manager, you will assist in the preparation of the city council meeting. You and the city clerk will write the agenda and distribute copies to the groups who are to appear, (police, parents, students, businessmen, and school officials) and to the members of the city council. (The city clerk has a sample agenda for your use.) You are also responsible for the arrangement of the classroom. Use the accompanying floor plan as a guide. Don't waste time; nothing can proceed until you have done your job. The steps you should take are shown below. As you complete each step, check it off on the checklist at the bottom of this page.

Before the meeting starts:

1. Work with the city clerk to prepare the agenda.
2. Meet with the mayor, city council, and city clerk to decide when the meeting is to begin.
3. Help the city clerk distribute the agenda for the meeting. You should also see that the city clerk announces the time the meeting will start.
4. Arrange the classroom for the city council meeting using the seating arrangement shown on the seating chart which your teacher will give you.
5. Inform the participants where they are to sit.
6. Check with the city council to see if they need additional help from you.

During the meeting:

1. Be available to assist the council with anything it needs during the meeting.

CHECKLIST

☐ *Have I made plans for arranging the room?*

☐ *Have I helped the city clerk make out the agenda?*

☐ *Have I helped seen to it that the city clerk has made the agenda and starting time known to all the people?*

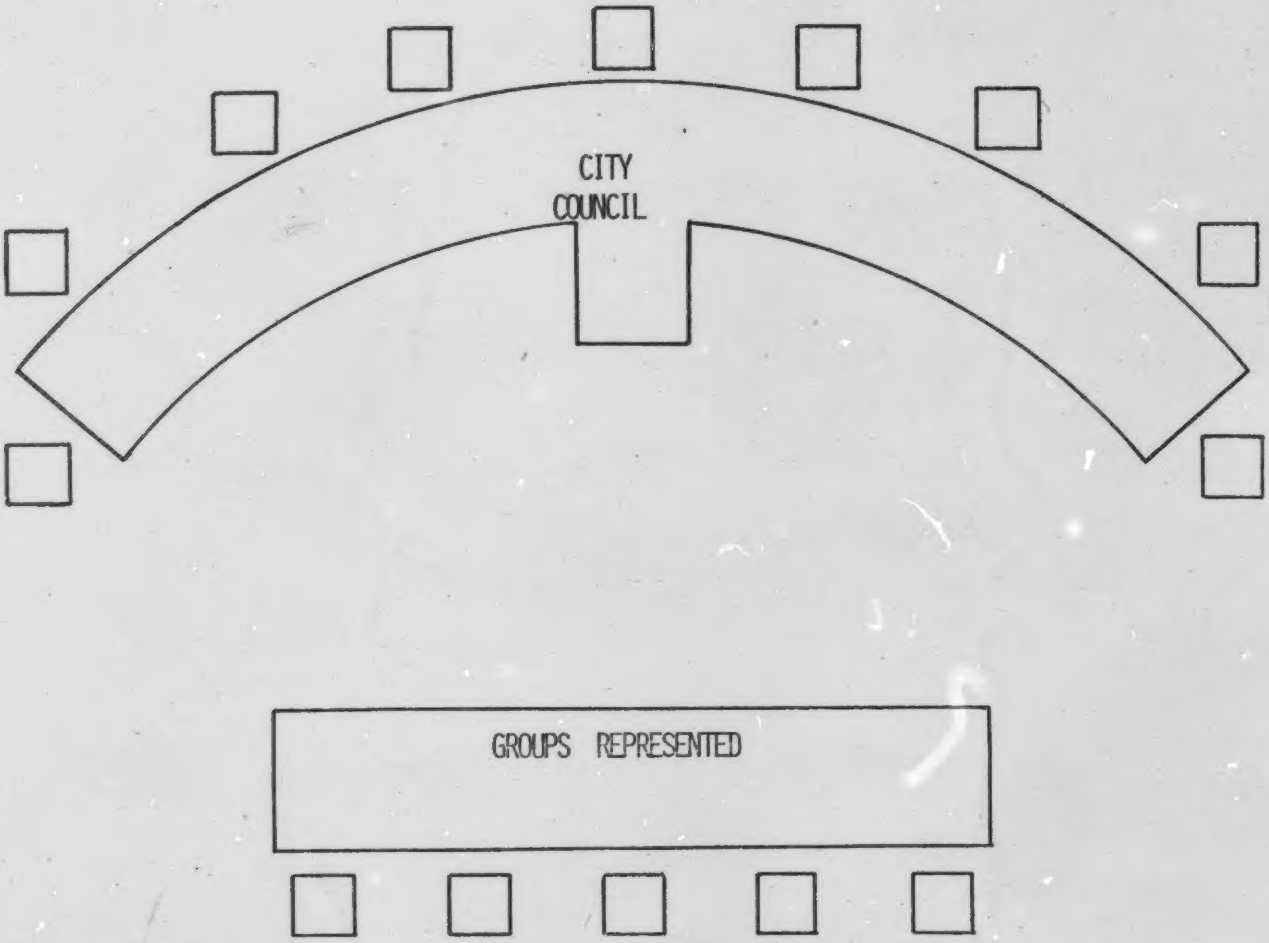
☐ *Have I asked the city council if I can help them?*

☐ *Have I told everyone where they will sit?*

If you have completed all of these steps, you are ready for the meeting.

SEATING CHART

CITY COUNCIL MEETING


CITY
COUNCIL
GROUPS REPRESENTED

City Council Meeting Preparation Sheet
for

CITY CLERK

As city clerk, you play a very important role at the city council meeting. You and the city manager will plan the details of the meeting. You must prepare an agenda, which is an outline of what will take place at the meeting, and make sure that copies of it are given to participants. You also have the responsibility of taking minutes at the city council meeting; that is, you must take notes on the major points each group presents to the council. The council may want to refer to your notes when they make their final decision. Don't waste time: Nothing can proceed until you have done your job. The steps you should take are shown below. As you complete each step, check it off on the checklist at the bottom of this page.

Before the meeting starts:

1. Work with the city manager in preparing the agenda for the city council meeting. (A sample agenda is shown on the next page.)
2. Meet with the mayor, city council, and city manager to decide when the meeting is to begin.
3. Provide all participants with copies of the agenda, or write the agenda on the chalkboard.
4. Help the city manager prepare the room for the meeting.
5. Announce the time of the city council meeting to all groups.
6. About five minutes before the meeting is to begin, ask all groups to begin taking their places.

During the meeting:

1. Take role call when the mayor asks you to do so.
2. Take minutes of the proceedings. Your notes should indicate the major points each person makes.
3. After all community groups have presented their views, assist the council as they deliberate the issues by providing them with any needed information from your notes.

CHECKLIST

☐ *Have I prepared an agenda?*

☐ *Have I checked with the teacher to see if the starting time is ok?*

☐ *Have I informed everyone of the agenda for the meeting and the starting time?*

☐ *Do I have a note pad ready to take notes?*

☐ *Have I helped the city manager prepare the room?*

☐ *Have I asked groups to begin taking their places five minutes remaining before the meeting begins?*

If you have completed all of these steps, you are ready for the meeting.

AGENDA

CITY COUNCIL OF ____________________
(Name of Town)

________________ ________________
(Date) *(Time)*

1. Meeting will be called to order by Mayor ____________________ *(Name)*

2. City clerk will take roll call of people and groups present:

	Council Members:
Mayor __________	__________
City Clerk __________	__________
City Manager __________	__________

Community Representatives:

Police __________
Business __________
School __________
Students __________
Parents __________

3. Mayor announces topic of meeting: ____________________

____

4. Order in which community representatives will be called upon to present their views concerning solution to the problem:

   1) __________
   2) __________
   3) __________
   4) __________
   5) __________

5. Groups present their views and city council questions each group.

6. City Council discusses recommendations and makes decision on action to be taken.

7. Mayor presents the council's decision.

8. Adjournment.

City Council Meeting Preparation Sheet
for
POLICE REPRESENTATIVES

Your group will be called upon at the city council meeting to present the police views on what should be done about the problem under consideration. The following is a list of all the things your group should do to prepare for your participation in the city council meeting. Check off each item as you complete it.

- Appoint a speaker to represent your group at the meeting. . . . ☐
- Read Police Background Information Sheet . . . . ☐
- Complete the worksheet below . . . . ☐
- Plan and rehearse the presentation your group plans to give at the city council meeting . . . . . ☐

WORKSHEET

Answer the following questions in preparation for the city council meeting. You may need to do some research to answer the questions, such as talking with a police officer or a police chief in your community, looking up information in library references, etc.

1. Background information on police (information to be presented to city council in introductory statement):
    a. The job duties of police men and women:

    b. The training needed to become a police man or woman:

    c. The number of police employed nationally:__________ Locally:__________

    d. Why the police view is important for the city council to hear:

2. The police force's recommendations for solving the problem:

3. Why our recommended solutions will work:

POLICE BACKGROUND INFORMATION SHEET

As the representative of the police, you have a special responsibility to make sure that the city council understands how the police views the problem under discussion. Your group will have to put all your ideas together and develop convincing arguments for your solutions.

You are to begin your appearance before the city council by explaining to them just why you think your viewpoint is important for them to hear. You are also to give the council some information about the group you represent. For example, you can tell them how many police live or work in the community and in the nation, the duties of police, and the training needed to be good at police work. Then,present the police views on the problem.

Your "City Council Meeting Preparation Sheet" should be filled out before your appearance at the council meeting. Your group should list on this sheet items that you are preparing to talk about at the city council meeting.

SPECIAL INFORMATION:

Duties:	A. To preserve law and order B. Possible assignments 1. Traffic control 2. Crime investigation 3. Youth service 4. Laboratory division 5. Street patrol 6. Rescue squad
Number Employed:	Nationally, 330,000 full time (in 1970)
Qualifications and Training:	A. 21 years of age B. Meet standards of height, weight, and mental qualifications. C. High school education is required; some college training may be required.
Employment Outlook:	Favorable for the 1970's.

City Council Meeting Preparation Sheet

for

SCHOOL STAFF REPRESENTATIVES

Your group will be called upon at the City Council Meeting to present the school staff's views on what should be done about the problem under consideration. The following is a list of all the things your group should do to prepare for your participation in the city council meeting. Check off each item as you complete it.

Appoint a speaker to represent your group at the meeting . . . . ☐

Read School Staff Background Information Sheet . . . . ☐

Complete the worksheet below . . . . ☐

Plan and rehearse the presentation your group plans to give at the city council meeting . ☐

WORKSHEET

Answer the following questions in preparation for the city council meeting. You may need to do some research to answer the questions, such as talking with teachers, counselors, or principals, looking up information in library references, etc.

1. Background information on school staff (information to be presented to city council in introductory statement):

   a. The job duties of principals, teachers, and other school staff:

   b. The training needed to become a principal and a teacher:

   c. The number of principals employed locally:______ Teachers:______
   School Staff:______ Other:______ Total:______

   d. Why the school staff's view is important for the city council to hear:

2. The school staff's recommendations for solving the problem:

3. Why our recommended solutions will work:

SCHOOL STAFF MEMBERS BACKGROUND INFORMATION SHEET

As the representative of school staff members in the community, you have a special responsibility to make sure that the city council sees the problem under discussion as the school staff members see it. Your group will have to put all your ideas together to come up with a solution to the problem and to develop convincing arguments for your solution.

You are to begin your appearance before the city council by explaining to them just why you think the viewpoint of your group is important for them to listen to. You are also to give the council some information about the group you represent. For example, you can tell them how many of your group live or work in the community, the duties of your group and the training needed to be good at the work your group does. Then, present school staff views on the problem.

Your "City Council Meeting Preparation Sheet" should be filled out by your group before your appearance.

SPECIAL INFORMATION:

Duties:	Principals:	Develop sound school program, including instructional program, lunchroom program, etc. Handle necessary discipline. Develop community relations program. Coordinate central administration and local school activities. Evaluate teacher performance.
	Teachers:	Prepare lesson plans. Coordinate classroom activities. Assist in extra-curricula activities. Evaluate student progress. Counsel students. Keep student attendance and progress records. (Counselors also perform many of these activities.)
	Other Staff:	Perform assigned duties, such as lunch preparation; nursing services; custodial activities; record keeping; and so forth.
Qualifications and Training:	Principals:	Master's degree needed, possibly a doctorate. Two or three years teaching experience required; organizational ability required; ability to handle public relations problems when needed.
	Teachers:	College degree in education, with specialization in either elementary education or secondary subject areas. Teacher certification by state. Work experience needed by vocational teachers.
	Other Staff:	Training and experience in the area in which they are working.

City Council Meeting Preparation Sheet
for
BUSINESS REPRESENTATIVES

Your group will be called upon at the city council meeting to present business people's views on what should be done about the problem under consideration. The following is a list of all the things your group should do to prepare for your participation in the city council meeting. Check off each item as you complete it.

Appoint a speaker to represent your group at the meeting . . . . ☐

Complete the worksheet below . . ☐

Rehearse and plan the presentation your group plans to give at the city council meeting . . . . ☐

WORKSHEET

As the representative of business, you have a special responsibility to make sure that the city council sees these problem situations as the business people see them. To prepare for the city council meeting, answer the following questions.

You may need to do some research to answer the questions, such as talking with business people in your community, looking up information in library references, etc.

1. Brief description of business in the community in terms of types of businesses, types of jobs at which people work, number of people employed by businesses in the community:

2. Why business people's views are important for the city council to hear:

3. The business people's recommendation for solving the problem:

4. Why our recommended solutions will work:

City Council Meeting Preparation Sheet
for
PARENT REPRESENTATIVES

Your group will be called upon at the city council meeting to present parents' views on what should be done about the problem under consideration. The following is a list of all the things your group should do to prepare for your participation in the city council meeting. Check off each item as you complete it.

Appoint a speaker to represent your group at the meeting . . . . ☐

Complete the worksheet below . . ☐

Plan and rehearse the presentation your group plans to give at the city council meeting . . . . ☐

WORKSHEET

As the representative of parents, you have a special responsibility to make sure that the city council sees these problem situations as the parents would see them. Your group will have to put all your ideas together and develop a convincing argument for your solutions.

Answer the following questions in preparation for the city council meeting. You may want to talk with your parents or a friend's parents about the problem under consideration to get their views on how the problem could be handled.

1. Why parents' views are important for the city council to hear:

2. The parents' recommendations for solving the problem:

3. Why our recommended solutions will work:

City Council Meeting Preparation Sheet
for
STUDENT REPRESENTATIVES

Your group will be called upon at the city council meeting to present student views on what should be done about the problem under consideration. The following is a list of all the things your group should do to prepare for your participation in the city council meeting. Check off each item as you complete it.

Appoint a speaker to represent your group at the meeting . . . . ☐

Complete the worksheet below . . ☐

Plan and rehearse the presentation your group plans to give at the city council meeting . . . . ☐

WORKSHEET

As the representative of students, you have a special responsibility to make sure that the city council sees these problem situations as the students would see them. Your group will have to put all your ideas together and develop a convincing argument for your solutions. You should answer the following questions in preparation for the city council meeting.

1. Why the views of students are important for the city council to hear:

2. The students' recommendations for solving the problem:

3. Why our recommended solutions will work:

Work
Values

USING PRIMARY SOURCES TO EXPLORE WORK VALUES AND TO STUDY SOCIAL CONDITIONS IN TERMS OF PEOPLE AT WORK

PURPOSE:

The primary purpose of this unit is to provide students with contemporary information about selected social and economic issues, office occupations, job-related problems and responsibilities, and values as they pertain to work.

There are two sections in this unit. The first contains five articles which are reprints from the Wall Street Journal. The second consists of five articles which are transcripts of taped interviews conducted by Studs Terkel and which are recorded in Working: People Talk About What They Do All Day and How They Feel About What They Do. (This book has been on the non-fiction best seller list for some time.)

All of the articles represent primary data which students can use to compare individual positions on some social and economic issues regarding work, to explore some of the reasons as to why work can be both demanding and rewarding, and to compare their values with those held by workers in selected occupations.

IMPORTANT

Before presenting an article to your students, it is recommended that you review it to determine its suitability for use in your school. Although there has been some adaptation in formats, the words and language in the articles are those of the interviewees as they talked about their jobs; and there is the likelihood that some of the expletives may be offensive to students and parents in a local community.

MAJOR ACTIVITIES:

As your students read, analyze, and discuss the 10 articles in this unit, they will obtain first-hand information about the following:

1. The problems of controlling population growth.
2. Female entrepreneurship.

MAJOR ACTIVITIES: (Continued)

3. Duties, responsibilities, and problems encountered by workers in selected office occupations.

4. The variety of values and feelings which some workers have.

Before Class Begins:

1. Check the contents of this unit, which are listed on page 198.

2. Review a selected article.

   Note: The questions which accompany an article are to be used as guides for reading and group discussion. Inasmuch as they ask that students give personal opinions, no keys are provided, for there are no right or wrong answers.

3. Prior to using an article from this source, read, "How to Introduce the Wall Street Journal," on pages 199-200.

4. Prior to using a Terkel article, read "Optional Discussion Questions for Terkel Articles," which are listed on page 201.

5. Duplicate classroom copies of the selected article.

During Class:

1. Prior to presenting the first Wall Street Journal article, take students through the procedures listed in "How to Introduce the Wall Street Journal."

2. If you are presenting a Terkel article, tell students what it is. *(A transcript of a taped interview conducted by Studs Terkel and which is recorded in his book, Working: People Talk About What They Do All Day and How They Feel About What They Do.)*

3. Distribute copies of the selected article. Tell students that as they read an article, they are to write brief answers to the questions which are listed on each page. Tell them, also, that each question asks that they express a personal opinion and there are no right or wrong answers.

4. When students complete a reading assignment, use the questions for an oral group discussion.

5. If there is time during any class period, involve students in one or more of the optional activities which are listed on the following page.

OPTIONAL ACTIVITIES

1 Group Planning: Suggest that students watch a TV "talk show," then have them discuss how such shows are conducted so that they may plan for the role playing of a talk show in class.

2 Role Play a TV Interview: Have students role play a TV interview of the "worker" described in one of the Terkel articles.

Assign a student to be the "worker." In preparation for the interview, assign two students to assist and "groom" him/her for the interview by having them read the article and plan what the "worker" will tell about his or her work and life style. Be sure that all points are considered.

Assign one or two students as interviewers who will ask questions and draw out information.

3 Group Interview: Assign a student to be the "worker" described in another article, then let the class members ask pertinent questions about the "worker's" likes and dislikes about his or her job, and so on. Again, the "worker" should prepare by reading the article in advance or by working with a committee to develop a story to tell about the job.

4 Panel Discussion: Assign a panel of students to discuss an article. They can make their presentation "live," or they may record it on tape which can then be played for the class.

5 Class Discussion of a Tape Recording: Have a student record, on tape, the story in one of the articles. Play it for the class, then guide a group discussion on the points covered in the recording.

6 Reading While Listening to a Taped Recording: Record one of the articles, then have students read along with the recording. Afterwards, use the questions accompanying the article for group discussion purposes.

7 Oral Reading: Read a selected article to your students, then use the accompanying questions to guide a group discussion.

8 Field Assignments: Have individual students interview young workers, such as those who are listed below, and report their findings to the class:

Newspaper Carriers
Child Care Workers; Baby Sitters
Cooperative Students in Office Education
Workers at McDonald's, Dairy Queen, and in other
   short order food service businesses
Lawn Cutters

9 Class Interview of Guidance Counselor: Invite a guidance counselor, who has maintained contact with employed graduates, to speak to the class or to be interviewed by the class.

CONTENTS OF UNIT

PAGE

SECTION 1: WALL STREET JOURNAL ARTICLES 202

"What Is Work?" 203

"The Importance of Work" 210

"What Is Success?" 218

"The Feminists' Answer to Sex Discrimination on the Job" 224

"Problems and Benefits of Uncontrolled Population Growth" 230

SECTION 2: TERKEL ARTICLES 237

"An Accountant-Auditor Talks About His Job" 238

"How a Private Secretary Feels About Her Job" 247

"A Bank Teller Talks About Her Job" 251

"The Responsibilities of a Plant Manager" 263

"A Corporation President Talks About His Job" 273

HOW TO INTRODUCE THE WALL STREET JOURNAL

The Wall Street Journal is an excellent resource for social studies students since it contains contemporary information on economics, business, government, and to some extent, history. Furthermore, it can acquaint students with the kind of news articles read by people in business and industry. Many front-page articles are written in a style that can be comprehended by many junior high school students. These articles describe the work and life styles of people and enable students to feel the "pulse" of business activity. Students whose reading skills are not up to the level required can profit from the stories by having them read or told by the teacher, other students, or by listening to tape recordings.

The following is a suggested procedure for introducing the Wall Street Journal to your students:

1. Have one student hold the Wall Street Journal and have another hold the local daily newspaper in front of the class for all to see.

2. Ask the students, "What is the Wall Street Journal?" Is it a monthly magazine, weekly magazine, daily newspaper, or weekday newspaper? *(It is a weekday newspaper, published Monday through Friday.)*

3. Have the class compare the front pages for appearance and headlines. Ask: Which has the most headlines on crime? politics? foreign affairs? business? people? Which contains the greatest number of articles on local news? Which contains the greatest number of articles from over the nation? *(The front page of the Wall Street Journal usually contains articles on business, people in business and related activities, and politics of national concern; whereas local newspapers may contain articles of local concern, crime, and local and national politics. The Wall Street Journal has no photographs on the front page, whereas the local newspaper will often have several photographs.)*

4. Have the students look through both the Wall Street Journal and the local daily newspaper while trying to locate these items as you read them aloud to the class: (Suggested answers are given.)

ITEM	WALL STREET JOURNAL	LOCAL NEWSPAPER
Advertising	much	less
Sports	no	yes
Comics	no	yes
Stock market quotations	yes	yes
Household hints	no	yes
Financial information	much	less
Recipes	no	yes
Personal advice column (Dear Abby, etc.)	no	yes
Syndicated columns	no	yes
Amusements	no	yes

4. Continued)

ITEM	WALL STREET JOURNAL	LOCAL NEWSPAPER
TV and radio schedules	no	yes
Classified ads	little	much
Health column	no	yes

5. Even though the Wall Street Journal is read by people in all walks of life, you might ask the students which of the following would most likely read it regularly. (Suggested answers are listed below.)

Banker	yes
Corporation president	yes
Housewife	no
High school student in business	would be helpful
Executive secretary	yes
Carpenter	no
Stock broker	yes
Congressman	yes
Coach	no
Bus driver	no
Rock singer	no
Accountant	yes
Policeman	no
Management trainee	yes

6. Discuss with the students why such non-business articles as the two which deal with the non-workers ("For Robert Crompton, Riding to Hounds is an Occupation in Itself" and "Family Man Bill Marsh Faces Uncertain Future After Being Laid Off") are of interest to people in business and industry. *(The first article describes a person who does not have to work, but who actually does have a career that provides a small financial return. The second describes a person who is out of work and who won't accept a lower status job. Both of these news articles help the reader to understand the motivations of people (why they act the way they do), why people are most productive when they do things they most want to do, and how one's past work status makes it psychologically difficult for him or her to accept a lower level job.*

7. Have a committee of students visit the school library and the local library to determine whether the libraries subscribe to the Wall Street Journal and where the newspaper section is located in the libraries. The committee should report its findings to the class.

OPTIONAL DISCUSSION QUESTIONS FOR TERKEL ARTICLES

The following questions may be used as a supplement to the questions that accompany the articles in the second section of this unit.

1. What relationship does the described worker have with others? Are they mostly fellow employees? Is he or she directly supervising others? Is he or she involved with customers? Does he or she work directly and with a boss or employer?

2. What does the worker like about the job? Not like about the job?

3. If the worker is unhappy about some part of the job, explain why. Is it his or her fault? Is it the supervisor's or boss's fault? Is it someone else's fault? What can he or she do to gain respect and dignity for his or her job?

4. Do you think the described worker had proper training and experience for the job?

5. Do you think the person thinks the job at this time is just about right for him or her, too hard, or beneath his or her capabilities?

6. If the person does not seem to be right for the job, describe the kind of person who might be about right for it.

7. Are there any feelings you agree or disagree with?

8. Do you think you would continue working at the described job if you were holding it?

9. What do you have in common with the described worker with regard to feelings, attitudes, aspirations, and experiences?

10. List the personality, character traits, and work habits of the described worker. Go back and check the items on the list that describe you.

11. Why do you think that the person took the job in the first place?

STUDENT MATERIALS

SECTION 1

REPRINTS FROM THE WALL STREET JOURNAL

WHAT IS WORK?

How can work be defined? Is it limited to something that people do for a wage or salary, or can it be any kind of mental or physical activity which serves a particular purpose? If it can be established that a person is performing a useful service for himself and others and for which he receives no pay, should that person be called a "nonworker"?

The article below, by John E. Cooney, is a reprint from the February 9, 1973 issue of the Wall Street Journal. As you read it, try to determine if and when Robert H. Crompton "works," or if Mr. Cooney is correct in labeling him as a "nonworker."

Overview:

Robert H. Crompton III, M.F.H. (Master of Foxhounds), does not work at a day-to-day job. Because he is married to an heiress whose personal worth is believed to be around $70 million, he is able to devote a great deal of his time to an activity which many people would call play or a "waste of time." In his own words, Mr. Crompton says, "Other people juggle their lives around work. I adjust mine around foxhunting."

THE NONWORKERS

FOR ROBERT CROMPTON, RIDING TO HOUNDS IS AN OCCUPATION IN ITSELF

Great Wealth Is Nice, But He Figures He'd do The Same Even If He Lacked Money

"The Squire and His Subjects"

ANDREWS BRIDGE, PA -- A misty rain envelops this lush farming country as Robert H. Crompton III, M.F.H., blows a haunting call on his silver hunting horn and sets his sleek bay thoroughbred leaping after the hounds fanned out in front of him.

The black-and-tan calico hounds, yelping as they pursue the fresh scent of a fox, bolt for a thicket of trees across a field. Mr. Crompton--resplendent even though somewhat soggy in forest-green jacket, fawn-colored breeches and peaked hunting cap--and a group of similarly attired friends dash their mounts into the wooded area behind the hounds.

The pursuit continues, with the calls of the hounds and occasional notes from the horn piercing the cold air, until the scent of "old Charlie," as foxes are nicknamed, is lost. During the ensuing lull, a dark-green Mercedes-Benz glides up to the split-rail fence where the hunters are gathered. The driver courteously dispenses cups of Harveys Huntsman's Port to put some fire in chilled bones. The hunt resumes.

So goes a typical day in the life of Bob Crompton, Master of Foxhounds (M.F.H.) or the "baron of Andrews Bridge," as some people around here refer to him.

QUESTIONS FOR DISCUSSION

1. The late Ernest Hemingway once said, "The very rich are different from you and me. They have more money." Does the information in the above two columns indicate that there are other differences?

2. During a typical day in the life of Bob Crompton, is he at work or at play?

As you read the information in the two columns below, try to determine if some of Mr. Crompton's activities may be considered as "work."

Mr. Crompton, a 35-year-old member by marriage of the landed gentry in this rural belt some 60 miles southwest of Philadelphia, is a fox hunter. Because his wife is wealthy enough that he doesn't have to do the usual kind of work, he spends much of his time riding to hounds, a sport that gentlemen of leisure have keenly pursued around here since colonial days.

"The foxhounds and hunting are my life," muses Mr. Crompton, while sitting later in the comfortable white farmhouse that serves as his clubhouse here. Fiddling with a pipe that never stays quite lit, he adds, "Sometimes I think I should be doing something more . . . well . . . useful. But damn it, I *like* what I do, and I firmly believe that people should do what they like."

Just about every Monday, Wednesday, and Saturday (and often a fourth day as well) from August through April, Mr. Crompton and perhaps a dozen close friends (occasionally up to 100) ride to hounds. A hunt usually runs from 11 a.m. to 4:30 p.m., with only the most torrential rains, deep snows or icy ground, which could cut the paws of the valuable hounds, keeping them from the saddle.

"I don't understand it. Somebody stuck Bob on a horse one day when he was just a little fellow and he hasn't been off one since," says his father, a retired textile-mill owner who lives in an upper-middle-class section of Rydal, a Philadelphia suburb.

The affable, outgoing Mr. Crompton, the younger, of course, does some things other than hunt. He volunteers time as vice president of the local Community Memorial Hospital, and he's on the board of the Chester Airport Authority. (When he's not fox hunting, Mr. Crompton occasionally likes to fly.) And though he doesn't consider himself a political animal or even very well informed on the issues--his reading mainly consists of articles and books on fox hunting--he was a Republican fund raiser in the recent presidential race.

"I liked what Nixon did with China. It was well organized, wasn't it?" he asks.

Otherwise, he holds debentures in a Philadelphia brokerage house for which he occasionally gets business through his fox hunting companions. And several hours are usually eaten up each week at a private office in downtown Philadelphia where he pays family bills and checks on the work of the full-time family bookkeeper.

"Other people juggle their lives around their work. I adjust mine around fox hunting," Mr. Crompton says.

He also oversees the estate of his wife, the former Diana Dorrance Strawbridge, an heiress to a chunk of the Campbell Soup Co. fortune. Although Mr. Crompton declines to discuss family finances, it's believed Mrs. Crompton's trust is worth about $70 million today.

QUESTIONS FOR DISCUSSION

1. When Mr. Crompton is not riding to hounds (foxhunting), may his activities be considered as "work"?

2. Should he be doing something more useful? If so, what would you suggest?

For additional information about the life style and activities of Robert Crompton, please continue with the article in the two columns below.

Mr. Crompton doesn't feel money is all that crucial to the way he lives. "If I didn't have any money, I'd cut my pack down to about 20 hounds and just hire myself out to hunt someone else's pack," he says.

Since that isn't necessary, Mr. Crompton, whose love of the outdoors is reflected by his ruddy complexion and trim physique, lives a life of quiet, informal elegance. The rolling Andrews Bridge farmland, the stables for six hunting horses, the private airfield used frequently by visiting foxhunters and the kennels that can house more than 100 hounds are about 15 miles from the Crompton home.

Home is "Runnymede," an estate--with stables housing another 15 [illegible] horses and with well-groomed pastures and babbling brooks--that Mrs. Crompton bought in 1962 for about $200,000. Since then, she has added to the original 228 acres another 475 acres costing about $465,000. A retinue of about 25 domestics, gardeners, horse trainers, and others maintain the grounds and the large stone manor house modeled after an English "Cotswold cottage" where the Cromptons reside.

The Cromptons spend a month each summer at Northeast Harbor, Main, and make infrequent visits to the Caribbean or ski trips to New England. They also spend several weeks each year stag hunting with friends in England and Ireland. The rest of the time, they stay around here where Mr. Crompton hunts and Mrs. Crompton tends her race horses or her prize-winning flowers.

"Most of the time we're here. We don't go out much and usually just see fox-hunting friends," Mr. Crompton says.

When not hunting, his days usually revolve around breeding and keeping detailed records on his blue-ribbon pack of "Penn-Marydel" foxhounds and performing the numerous duties associated with being one of the fewer than 300 masters of foxhounds in the nation. These chores include walking the hounds on days they aren't hunted, repairing fences and panels used as jumps, clearing trails and burying dead cats in shallow graves, which, according to a widely held belief among hunters, attracts foxes to an area. (The cats are victims of motorists on nearby roads.)

Indeed, Mr. Crompton puts so much time into the sport that last year his hounds went out the second most often among the 135 registered packs in the nation. His hounds went out about 115 times, or more than twice the average, and this year they should top that. "Bob is a fox hunter's fox hunter," claims Gilmore Flautt, a friend who has his own hunt near Frederick Md.

Mrs. Crompton says she understands her husband putting so much effort into the hounds. "Anything that's done well takes a lot of time and care," she says.

QUESTIONS FOR DISCUSSION

1. Money which the Cromptons spend to maintain their style of life is a source of income for workers engaged in what types of occupations?

2. When Mr. Crompton performs the duties which are associated with being a master of foxhounds, may the activities be considered as "work"? Give a reason for your answer.

As you continue with the article in the following two columns, you will find out how the Cromptons have provided employment for people who are interested in dogs, horses, and hunting.

It also takes a lot of money to do it on such a professional level--about $30,000 a year. The hounds eat a specially prepared diet that costs about $10,000 a year. Then there's housing and salaries for two kennelmen, a stableboy, and a professional "whipper-in," who assists the huntsman in spotting foxes and cracks a long whip at the hounds to keep them doing their jobs. "As the huntsman, I'm the hounds' good buddy and never strike them. The whipper-in is the disciplinarian," explains Mr. Crompton.

Like Old Friends

To support the pack, Mr. Crompton says, friends contribute what they can afford (usually $25 to $500 a year) to a so-called "panelling fund" to pay for new and broken fences and panels. He splits the other costs with Walter Jeffords, Jr., from whom Mr. Crompton took over hunting the pack in 1967, and with George Strawbridge, his brother-in-law. (All three share the title, master of foxhounds, because they pay the bills, but Mr. Crompton leads the hunts.)

Moreover, Mr. Crompton sells surplus hounds, recently cutting the size of his pack in half to 50 bitches and dog hounds, as the sexes are called. The hounds bring up to $350 apiece. "I'd never sell one of my old hounds, though, because they're like old friends, "Mr. Crompton says.

The payoff for all the work and time, says J. Haines (Kirky) Kirk, the head kennelman, is taking visitors on a good hunt, which means chasing but never quite catching a wily old fox. "Bob's still a little impatient when the foxes aren't running," Kirky says. "But he just wants to show these people a real good time."

An example of Mr. Crompton's impatience cropped up recently when the hounds apparently trapped a fox in a hole. Anxious to get the hunt moving again, he called for "Pat," a small, specially bred Irish terrier, to flush out the fox. The dog fearlessly rushed into the hole. For 25 minutes, muffled barks came out and nothing else. Meanwhile, an agitated Mr. Crompton broke a shovel while furiously trying to dig another escape route.

Eventually, it was discovered that the "fox" was really a raccoon. A somewhat battered terrier was retrieved, and a somewhat red-faced Mr. Crompton apologized to everyone for the lost cause. He did, however, run to ground six foxes that afternoon. And, as is his habit, he recorded the day's adventures in his diary, signing off with a flourish, "fun day."

QUESTIONS FOR DISCUSSION

1. Because of the time and money which he spends on fox hunting, Mr. Crompton provides jobs for people engaged in what types of occupations?

2. Inasmuch as Mr. Crompton realizes a small income from the sale of surplus hounds, may you call this selling activity "work"? Why, or why not?

After reading the information in the following two columns, try to determine if Mr. Crompton performs useful services for the community in which he lives.

When not with the hounds, Mr. Crompton often drives a black Porsche, bearing a miniature foxhound hood ornament, to visit with local farmers. Besides visiting tenants on 10 farms he and his wife own in the area, he casually calls on literally hundreds of other farmers to get their approval to hunt on their properties. One day recently, he joined scores of farmers helping to bring in the corn of a farmer whose legs were amputated after an accident with a corn picker.

"We sometimes call Bob 'the baron' because he spends so much time going around talking to his farmers . . . like some sort of country squire looking after his subjects," jokes an associate.

For the most part, the personal touch works. But not always. "I told Crompton to stay off my land," says Allan Shoemaker, whose 117-acre dairy farm abuts the hunting turf. "They came through here not long ago riling up my cattle. I grabbed my shotgun and blasted away at those hounds. Then Crompton rode up and tried to buy me out."

Mr. Crompton remembers it somewhat differently. He says he never offered to buy the Shoemaker farm and just remembers being "scared to death when that guy poked a 16-guage shotgun in my chest."

"Good Old Boys"

Whatever the case, Mr. Crompton does buy and sell land in the 15-by-15-mile hunting terrain. He only sells to those who will keep the countryside open and not let developers encroach on the area, as they have done to many other East Coast hunts. He also likes to rent and sell farms to Amish farmers. The Amish, whom he refers to as "good old boys" no matter what their age, "are a lot like me," he says. "They don't want roads and electricity coming through, and neither do I."

Mr. Crompton didn't set out in life to become a fox hunter. While attending Penn Carter School, a private academy in Philadelphia, and Lehigh University (class of 1960), he worked summers at the family textile mill and earned his expenses for the year. "If the mill were still open, I would be there and not doing any of this," he says. "I really loved working there."

The family business, Madison Spinning Co., was liquidated while Mr. Crompton attended the Wharton School of the University of Pennsylvania after getting married in 1960. Two years in graduate school fetched him a Master's in business administration, and he became a stock analyst with Janney, Montgomery, Scott, Inc., of Philadelphia, where he covered small aircraft and water-treatment companies and still maintains a desk.

QUESTIONS FOR DISCUSSION

1. Is Mr. Crompton a productive and useful member of his community? Give a reason for your answer.

2. According to the information on this page, Mr. Crompton is involved in what other income-producing activity?

The article is concluded on this page. After reading the information in the following two columns, be prepared to state what you think work is and be prepared to give your opinion as to whether Mr. Crompton can be considered as one of our country's productive and contributing citizens.

While at the firm, Mr. Crompton was known as "the flying analyst." "He had his own plane and was always flying off somewhere," recalls one member of the company. (Mr. Crompton, who says he learned to fly in order to get over his fear of flying, has since given up his private plane. "It interfered with the hounds," he explains.)

Looking for Open Land

However, Edgar Scott, Jr., one of the partners, says "Bob was a very talented analyst when he was active. Why, he put us onto Betz Laboratories and several other companies that have been going up ever since."

Mr. Crompton, though, admits to being restless while an analyst. "I'm just not somebody who can sit behind a desk for very long," he says.

In 1966, while looking around for something to get involved with, he and Richard DuPont, a friend, started the Delaware Air Freight Co. "The company didn't do very well until we brought in a manager to run it for us," he acknowledges. Although he still remains secretary of the company, he says, "I don't really work at it, I just get told what's going on there.

In the fall of 1967, when he took over the hounds, Mr. Crompton says he finally found what he wanted to do. "The way I see it, the hunt preserves the land and ecology and serves a useful purpose," he says. "If developers do ruin it, I don't know what we'll do. Maybe we'll move to Georgia or somewhere where there is still open land."

SUMMARY QUESTIONS

1. Inasmuch as Mr. Crompton now devotes most of his time to fox hunting, could you consider his training in business administration and business experiences "wasted efforts"? Give a reason for your answer.

2. Although he was trained for one, Mr. Crompton found that he did not like a "desk job." While at the academy, how could a counselor have helped him select a career more in line with his interests?

3. What is your definition of work?

4. Is Mr. Crompton a "nonworker"? Give a reason for your answer.

GLOSSARY

ACADEMY	Private secondary or college-preparatory school
AFFABLE	Good-natured; friendly
AMISH	Religious group founded in the 17th century
AMPUTATE	To cut off
BARON	Man with great power
BROKERAGE	Business firm engaged in handling contracts, purchases, and sales in return for a fee
CRUCIAL	Important
DEBENTURE	A bond issued by a government agency or corporation
DISCIPLINARIAN	One who trains and punishes to obtain a desired behavior on the part of others
ENSUING	Following
GENTRY	The upper-middle class or people who hold a superior social position
HEIRESS	A person who will inherit the property of another
LANDED	Owning land
LIQUIDATE	To discontinue; do away with; or to wind up the affairs of a business firm
LITERALLY	Word for word
MANOR	Mansion
MOUNT	A horse
PURSUIT	A vocation; hobby
RESPLENDENT	Brilliant
RETINUE	Attendants
RETRIEVE	To get back
RIDING TO HOUNDS	Foxhunting
RILE	To stir up
SQUIRE	A country gentleman
STAG	Adult male deer
STOCK ANALYST	A professional person who obtains, interprets, and summarizes information about investments.
TERRAIN	Tract of land
TURF	Surface earth

THE IMPORTANCE OF WORK

It has been said that "work is a necessary condition for the survival and dignity of human life." What does this expression mean to you? It is true that work enables most individuals to earn money with which they can buy the things they need, but are there other benefits which one obtains from work?

The article below, by Everett Groseclose, is a reprint from the Friday, March 9, 1973 issue of the Wall Street Journal. Read it and see if you can determine what work means to Bill Marsh and how unemployment has affected his life.

Overview:

For over six years, Bill Marsh earned $5.25 an hour as a welder for the National Cash Register Company, of Dayton, Ohio. Since his layoff in June, 1972, he has been a "nonworker." Rather than accept a job "which will pay him less than what he thinks he is worth," Bill has made up his mind to sell his home which he values at $35,000, move to Florida, and work at something which will at least allow him to earn "enough to buy groceries."

QUESTIONS FOR DISCUSSION

1. How did Bill Marsh join the ranks of the "nonworkers"?

2. Is it true that "bad news is sometimes better than no news"? Give a reason for your answer.

3. Why did it take Bill two months to realize that he was "out of a job"?

THE NONWORKERS

FAMILY MAN BILL MARSH FACES UNCERTAIN FUTURE AFTER BEING LAID OFF

Jobless for Eight Months
He Watches TV, Ponders
Starting Anew in Florida

'Why Stay Here and Fight It?'

Dayton, Ohio -- When William L. Marsh got the word, his first reaction was relief. For weeks, rumors had been flying that more layoffs were in the offing. So, when his turn came, at least it ended the uncertainty. That particular uncertainty, anyway.

"The first couple of weeks I was off, it was sort of like a vacation," says the 33-year old Mr. Marsh. "I felt pretty sure I'd be recalled. I kept thinking it was just a matter of time." But days turned into weeks. Weeks stretched into months. "Finally, after about two months, I realized that I was out of a job for good, and then the scary part began."

QUESTIONS FOR DISCUSSION

4. Unemployment causes what kinds of concerns for a family?

5. A business firm may reduce its work force because of what kinds of changes or reasons?

6. In times, when jobs are plentiful, why is it that some people find themselves out of work?

7. Why is it that the ability to find work contributes to self-esteem and self-confidence?

8. When out of work and unable to find a job, what can one do besides "hope and mope" around the house?

On layoff from his job as a welder for National Cash Register Co. for a full eight months now, unable to find a job that pays what he believes he's worth, uncertain about his own future and the welfare of his family, Bill Marsh is but one soldier in a legion of workers on layoff at plants and factories around the country.

According to the latest federal figures, workers of all types on layoff as of Jan. 31 numbered about 211,700, most of whom are production workers. Some are on layoff because their plants are outmoded and the work load is being switched to other facilities; others are out of work because technology has made their labor too expensive. Still others have the misfortune to be working in industries in which business is slack, at least for the moment.

Many such men, exasperated by their long and fruitless search for a job that pays as well as the one they had, find it impossible to believe that the nation's economic health is robust and improving almost daily. From their viewpoint, the recession-indeed, a depression-is still on, and there's no end in sight.

Says Dr. Sidney Cobb, a physician and research scientist at the Institute for Social Research at the University of Michigan, who has studied the psychological effects of layoffs on blue-collar workers: "When a man is laid off and then can't find work that measures up to what he was doing before, there's a natural loss of self-esteem and self-confidence."

All too often, Dr. Cobb adds, such men give up. They don't try very hard to find new work because they're "sick of being disappointed, of being told time and time again that they're not worth what they think they are." Some men, he adds, reach a point where they're afraid of further exposure, of again and again looking like a failure in the eyes of their families and friends. One tendency in such cases, Dr. Cobb says, "is to withdraw," mope around the house and just hope that something good comes along.

QUESTIONS FOR DISCUSSION

9. Bill's employment with NCR allowed him to afford what kind of lifestyle?

10. As members of a labor group, what can Bill Marsh and other skilled welders do about the influx of cheap labor in Dayton?

11. Is Bill justified in "holding out" for at least $4 an hour, or should he accept a lower paying job? Why, or why not?

12. If Bill is truly "highly skilled," why is he having difficulty finding employment? What should he do?

13. Prior to his layoff, why did Bill feel that his future was "secure"?

A vague hope that something good will happen along is about all Bill Marsh, the father of two young sons, has going for him these days. Dressed in his customary brown denim pants and dark-green work shirt, wearing white socks but no shoes, Bill spends a lot of time in front of the Zenith color-TV in the living room of his comfortable, three-bedroom brick house on a three-acre lot on the outskirts of Vandalia, a village about 12 miles north of downtown Dayton.

With the TV sound turned low, Bill reflects on his inability to find work and declares: "Welders have gotten a bad name. Everybody that comes out of the mountains" of neighboring Kentucky and other nearby Appalachian states "calls himself a welder. What that means is that they can burn a rod." But being able to burn a rod doesn't make a man a good welder, Bill snaps, and the "quality of a lot of their work is terrible--it just falls apart."

Because of a glut of men calling themselves welders and the shoddy kind of work they do, Bill says, most employers in the Dayton area refuse to pay their welders much more than $3 an hour. And to Bill, who earned about $5.25 an hour before his layoff and who considers himself a highly skilled welder, working for $3 an hour would be demeaning. Drawing a deep breath and glancing at his 31-year-old wife, Harriet, Bill adds: "I'll just hold out until I can get at least $4 an hour-either that or I'll go on and do something else."

(Although Bill considers himself a highly skilled welder, he was classified by his employer as a semiskilled production-line welder. Indeed Class A welders, as the most highly skilled type of welder is classified in the trade, are currently experiencing little difficulty in finding jobs.)

In some ways, Bill still can hardly believe what has happened to him. After all, it was barely a year ago that it seemed that his job and his future were secure. "Look at it this way. I had better than six years seniority," says Bill, a tall and muscular man who sports a jaunty handlebar mustache. "You would think that that much time on the job would mean something, but it didn't. Not for me, anyway."

QUESTIONS FOR DISCUSSION

14. Why didn't Bill foresee the change at NCR which eventually lead to his layoff? How could he have prepared for the shift in manufacturing methods?

15. Who are "white-collar" workers? Why should they be affected by a shift in basic manufacturing methods?

16. When a company must reduce its work force, what is the usual procedure? Why was Bill among the first to be laid off at NCR?

17. Although such services are needed, why do many workers shun such tasks as "pushing a broom and picking up trash"?

What Bill and countless other workers at National Cash Register, which is usually called NCR, didn't foresee was a dramatic shift in NCR's basic manufacturing methods. The maker of cash registers, computers and a variety of other business machines for years had made mechanical and then electro-mechanical devices in its sprawling factory just south of downtown Dayton. But last year, due to changing technology and other factors, the company began a rapid switch to electronic business machines. They require far less labor than mechanical devices. Moreover, a multitude of parts for electronic machines are purchased from suppliers rather than being built in-house.

In June of last year, NCR announced that it expected to lay off up to 2,000 Dayton production workers by the end of the year, reducing its local work force to about 13,000. Early in 1973, the company disclosed further layoff plans, this time involving about 1,800 white collar workers.

"Zap. That Was It"

Bill Marsh, who got the ax in late June last year, was among the first to go. "The funny part of it all is that two weeks before the layoffs started, we were working overtime in my department," Bill recalls. "They even brought in three extra men" to beef up the welding crew.

That brief spurt of overtime and those three extra men were critical considerations in Bill's early layoff. The three extra men, like all the other welders in his department, had more time in service with NCR than Bill did. Thus, when the layoffs started, Bill was the man with the least seniority. About six weeks before his actual layoff, Bill says, he knew it was coming. By then, he had been bumped downward to what's called general service-"that means pushing a broom and picking up trash, the lowest thing they've got," Bill says.

Both Bill and Harriet can remember the day of his layoff as if it were yesterday. "They called here at the house and told Bill to come in half an hour early," says Harriet.

QUESTIONS FOR DISCUSSION

18. Should Bill have received more than an 8-hour notice about his being laid off? Why, or why not?

19. These layoff periods should have prompted Bill to think about what kinds of personal plans?

20. Why was Bill so confident that he would be recalled to work at NCR?

21. How could Bill have spent his free time in a more profitable way?

22. When he was first laid off, why wasn't Bill serious about looking for another job?

"Well, we knew what that meant." Adds Bill: "I went to the employment office, and they told me about my rights to unemployment benefits. Then they said that when my shift was over that day, I was on layoff. Zap. That was it."

Bill and Harriet were more than slightly familiar with layoffs. Both of their fathers, now retired, had worked in factories and had been laid off at one time or another. In fact, Bill was laid off from the first full-time job he held-in 1960 at a Chrysler Corp. unit in Dayton-after he had been graduated from high school and had learned to weld in the Army. Moreover, after going to work for NCR in early 1966, Bill had had a two-month layoff early in 1971. And he had been out of work at NCR for almost five months in late 1971 and early 1972 as a result of a strike by the United Auto Workers, of which Bill is a member.

When the latest layoff came, Bill wasn't particularly worried, he says. He was confident he would sooner or later be recalled, and he and Harriet, who once worked at NCR herself, had built up their savings to about $7,000. Moreover, the Marsh family lived frugally. Both their cars-a 1970 Plymouth sedan and a 1966 Falcon station wagon-were paid for. Their only debt was about $8,000 they owed on their house, which Bill values at about $35,000.

More Time for Dragster

In a way, Bill says, at first he welcomed the layoff. For one thing, it gave him more time to devote to his hobby-building and racing dragsters. Since 1962, he says, he has built or owned seven dragsters, and at the time of his layoff, he was anxious to finish and race a car he had been working on. "Every weekend during the summer, Saturday and Sunday, the only thing we would ever do is go racing," says Bill.

In addition to tinkering with his race car, Bill erected a chain-link backyard fence and started pouring a concrete driveway from the street to his house. Bill also spent considerable time looking for a job. Shortly after he was laid off, Bill admits, his efforts were somewhat perfunctory. One reason

QUESTIONS FOR DISCUSSION

23. Should Bill have been so content with "grocery money"?

24. At this point, should Bill have accepted one of the lower-paying jobs?

25. What does the information in this paragraph tell you about what is known as the "work culture"? To "fit in," what must some people do?

26. What is now happening to the lifestyle of the Bill Marsh family?

27. What is now happening to Bill's self-confidence?

was that he was receiving $76 a week in unemployment benefits. That was quite a comedown from his before-tax pay of $210 to $225 a week at NCR, but still, says Bill, "It was grocery money."

To qualify for his unemployment benefits, Bill had to have at least two job interviews per week. And at about the same time that it began to become clear he wasn't likely to be recalled, Bill also realized that he was going to have a hard time finding a job that paid anywhere near what he had been earning at NCR. "Most of the places I went to weren't hiring, and those that were weren't paying anything," Bill says. "The best I could find paid $3.49 an hour, and then I would have had to pay half of my own insurance and supply my own hood."

When it became apparent that he was going to have a hard time finding a job that paid well, Bill got serious. For one thing, recalls Harriet, "He had had a full beard. It was all black and bushy, and it looked pretty bad." Says Bill of his beard and his job hunting: "I thought I might make a better impression if I looked better, so I shaved it off."

A Tattered Book

But a clean-shaven Bill fared no better than a bushy Bill. Soon he began to think of ways to cut expenses. Since his family lived so frugally to begin with, there was only one thing to do. He sold his race car for $2,000 taking a loss of about $1,000, but eliminating the cost of racing every weekend. For her part, Harriet stopped having her hair done every Saturday, thereby saving $5 a week.

As time went on, Bill became increasingly discouraged with the job market. Thumbing through a tattered appointment book that lists perhaps 100 companies where he applied for work, Bill says: "It was the same thing everywhere I went. They weren't hiring or they weren't paying. I got pretty discouraged."

Just before Christmas, Bill got the last of his unemployment checks. That meant that he and Harriet had only their savings to live on and that nest egg has been going fast. Since Bill was laid off, the couple's savings

QUESTIONS FOR DISCUSSION

28. Before Bill's savings shrink from $3,000 to nothing, what should he do?

29. Bill's continuing unemployment is causing what additional changes in the lifestyle of the Marsh family?

30. What would you suggest that Bill do with the small welding rig that he owns?

31. Will the move to Florida solve the money problems of the Bill Marsh family? Will he need more than just "grocery money"?

account has dwindled to less than $3,000 from the original $7,000. "It just makes me sick to go to the bank. I'm always withdrawing, never depositing," says Harriet. Adds Bill: "That money is all that's keeping us going. If I didn't have the money to meet my bills, I would really be low. I wouldn't be able to sleep at night."

If Bill has become so disheartened that he has given up in his search for a job, the Marsh family is also displaying some of the other symptoms common to laid-off workers that Dr. Cobb of the Institute for Social Research outlines. Among other things, Bill and Harriet have stopped going out entirely.

Until about August, the couple had periodically dined out with their sons, nine-year-old Tom and five-year-old David. In addition, they had taken in an occasional movie. Now, says Harriet, "We just stay home all the time and play cards or watch TV. It's been so long since we've been out, I wouldn't know how to act in public."

Indeed, Bill hardly ever get away from the house these days. He says he spends most of his time "out in the garage piddling around with stuff-nothing important-just piddling" with a small welding rig he owns. On occasion, he adds, one of his friends will stop by with a little welding job. "I never get paid for it. I just do it for the fun," Bill says.

What the future holds for the Marsh family is difficult to foresee. However, Bill says he has about had his fill of living around Dayton and being unable to find a job that pays as much as he thinks he's worth. "Why should I stay here and fight it?" Bill asks. "I'm not going to get anywhere." Discouraged and despairing, nowadays Bill merely whiles away his time, waiting for summer.

"As soon as the warm weather gets here, I'm going to finish paving the driveway and get some grass up and the place looking nice," he says. "Then we're going to sell the house and move to Florida," where Harriet's retired parents live. "If we can get $35,000, we'll pay off this house and pay cash for one in Florida. Then, with a house that's paid for, I can pump gas or do anything else just to get grocery money, just enough to live on. That's all I want now."

SUMMARY QUESTIONS

1. Other than the salary which he earned at the National Cash Register Company, what other benefits did Bill Marsh receive from his work?

2. It can be said that Bill Marsh was a "casualty of technological change" at NCR. How can students, while in high school or college, prepare themselves for such a change?

3. While on the job, what can a worker do to avoid a layoff because of a technological change?

GLOSSARY

DEPRESSION:	A prolonged period of time in which there is a serious decline in production and employment
ECONOMIC HEALTH:	Pertains to the amount of production, employment, or the material wealth of a country or nation.
FRUGAL:	Thrifty.
OUTMODED:	No longer in use.
PERFUNCTORY:	Something which is done with little interest or care.
RECESSION:	A temporary period of time in which there is a decline in production and employment.
SELF-ESTEEM:	What an individual thinks of him- or herself.
SENIORITY:	Length of service or time, as on a job.
TECHNOLOGY:	Methods, materials, and equipment used, as in industry.
VAGUE:	Not clear.

WHAT IS SUCCESS?

When a person is able to buy all of the things that he or she needs and wants, for what other reason should that individual work? Are there psychological and emotional needs that some people try to fulfill by working?

The article below, by N. R. Kleinfield, and which is a reprint from the January 2, 1974 issue of the Wall Street Journal, briefly summarizes the 26-year career of Michael Avallone and of this author's quest for something more than financial rewards for his work. As you read the article, try to determine how Mr. Avallone defines success and if it is reasonable for him to expect his efforts to bring him fame.

Overview:

Michael Avallone has published 146 novels, 250 short stories, 600 articles, scripts for five children's records, and "thousands upon thousands" of letters. He has an annual income of about $50,000, a nice home, a wife, and three children; but he is not content. "Over and above all of these blessings," Michael Avallone would like to be famous. He'd like to be able to walk down the street and have people recognize him as "Michael Avallone, the writer."

DOES LITERARY OUTPUT OF 146 NOVELS SPELL SUCCESS FOR AUTHOR?

* * *

No, Mourns Michael Avallone--
If Success Means Celebrity;
'A Prophet Without Honor'

EAST BRUNSWICK, N.J. -- To Michael Avallone, time is something to be raced. He eats fast. He talks fast. He walks fast and reads fast. As if he had been told he is down to his last day on earth, he continually checks his wristwatch, almost as if he is calculating how best to squeeze the most activity into the least amount of hours, minutes, even seconds.

"I just hate to waste time," Michael Avallone says. And lest anyone believe that Mr. Avallone is merely mouthing a cliche, consider the following: In the last 26 years, he has so well used his waking hours that he has found time to write 146 published novels, 250 short stories, 600 articles and the scripts for 5 children's records--not to mention thousands upon thousands of letters.

Michael Avallone, at the age of 49, is a part of that species of author that critics disdain as hacks, and that publishers adore as men of iron, and that the general public reads voraciously with little or no idea as to the writer's identity. With machine-like persistence, such authors annual crank out a half-dozen or more books, year after year, practically all of them so-called paperback originals (books that appear strictly in soft cover). And with paperback sales burgeoning--they reached a record $252.8 million last year--Mr. Avallone and the small number of other rapid-fire writers able to keep up with him are finding their skills in greater demand than ever.

QUESTIONS FOR DISCUSSION

1. If an alcoholic is someone who cannot control his drinking of alcoholic beverages, what is a "workaholic"?

2. Could you call Mr. Avallone a "workaholic"? Why, or why not?

To find out how Mr. Avallone has benefited from his work and why he believes he has not achieved fame, please read the two columns below.

Fourteen Pseudonyms

And according to Michael Avallone, such skills aren't really all that difficult. "You start with some implausible idea and then work it to its logical conclusion," he says of his novel-writing method. "In the first chapter, you create the problem. I've started with a room blowing up, a corpse jumping out of a coffin, and a guy putting on his clothes backwards while he's dying. Then, as you write it, it works itself out. There's no magic to it."

Maybe there isn't, but Michael Avallone has certainly proven himself to be one of the most successful practitioners of quick writing. Under his own name and 14 pseudonyms (including Vance Stanton, Troy Conway and Jean-Anne de Pres), he writes detective books, gothic novels and novelizations of television and movie scripts. He has been known to polish off a 60,000-word book in as little as two days, though his book output is about a dozen a year. (In 1967, however, his tototal novel output was a staggering 27.) Ten Avallone works have sold in the millions, the most successful, with sales of three million copies, being a novel based on the characters of television's "The Partridge Family."

Herculean Output

Mr. Avallone's Herculean output brings him about $50,000 a year. (Although he writes occasionally for a flat fee, he typically receives a $2,000 to $3,000 advance and 4% royalties for a book.) And it is because of this comfortable income and because of his prodigious output, Mr. Avallone believes, that the publications and critics that make books sell and authors famous ignore him. "There's this tremendous prejudice against anything that's done fast," he reasons. "People like the picture of the author in rags up in the attic scraping away and living on cheese and apples and putting his blood into his book."

Well-dressed and well-nourished, the stockily built Mr. Avallone does his work in a smallish room on the ground floor of his pleasant split-level house. And if his comfort shouldn't be held against him, the author says, neither should his speed. "It's not as if my books are just hacked out like a lettuce on a chopping block," he says defensively, insisting that every book he writes is the best he can do and that if he devoted the rest of his days to a novel that occupied only 48 hours of his time, that novel would be no better. He adds, "I believe in spontaneity."

QUESTIONS FOR DISCUSSION

1. Why do you think that Mr. Avallone used the fourteen pseudonyms?

2. With his earnings, he has been able to support what kind of a lifestyle?

3. Mr. Avallone's tremendous volume of novels, short stories, articles, and letters has provided work for people in what kinds of occupations?

4. According to Michael Avallone, why hasn't he achieved fame as a writer?

To find out where the author gets some of his ideas and how events in his personal life are reflected in his writings, please continue with the article in the two columns below.

Michael Avallone's spontaneous creations emanate from a battered, ink-splotched Olympia typewriter. Typing with two fingers, he works at a 50-word a minute pace regardless of how many hours a day he puts in (sometimes as many as 10). Each page is mailed to his publisher almost exactly as it leaves the typewriter.

Mr. Avallone's ideas spring from an idle thought or a personal experience, and sometimes he begins a book with just a title in mind. He keeps a clipboard on which he posts potential titles, such as "Die Avenue" (the name came off a matchbook cover) and "Mad Avenue" (an abbreviation of Madison Avenue). "Die Avenue could be a street where everybody dies," he explains. "Mad Avenue could be a place where everybody's screwy, or where there's an infamous insane asylum located."

Whatever the genesis of their titles, most of Mr. Avallone's books are heavily autobiographical, and this is particularly true of the 33 novels he has written concerning the adventures of Ed Noon, a fictional private detective. This isn't to say that Messrs. Avallone and Noon are one and the same; but many details of the detective's life parallel those of the author's, and, more important, Ed Noon leads a life that Michael Avallone envies. Why? Because every Ed Noon book is characterized by fantastic heroic deeds and happy endings--and Michael Avallone worships heroes and longs for happy endings, both of which he knows are rare commodities outside of novels.

"In my books, there is always the hero who hits a home run in the ninth," he says. Of course, in real life it doesn't happen that way . . . But in my books, I quit after everything comes out happily ever after. Six months later, maybe, the hero dies of cancer, and the heroine dies in childbirth. I'm not interested in that. My beat is sunshine.

The sunshine beat is perhaps all the more attractive because it is so far removed from the Bronx street corners where the young Michael Avallone sold paper bags to help his family get by. Born in October, of 1924, Mr. Avallone was hurled into a world of chaos and poverty that seemed to get worse every day. His father, a sculptor and stone mason, sired 17 children, and death was commonplace in the Avallone household. Before he was 10 years old, the author recalls, he had been excused from school five times for family funerals, four of them the funerals of brothers and sisters. (This part of Mr. Avallone's life is also reflected in his books; for despite the heroics and happy endings, his fictional landscaped are scattered with a supporting cast of life's losers: Nymphomaniacs, freaks, and others whose mental and physical malformations are touched on with sympathy--although unlike the heroes and heroines, they rarely achieve happy endings.

QUESTIONS FOR DISCUSSION

1. Why is there a "bit of truth" in all of Mr. Avallone's writings?

2. Inasmuch as his books are so widely read, what does this tell you about the reading tastes of many Americans?

Mr. Avallone's early writing efforts received little attention. How he became a "winner" instead of a "loser" is explained in the two columns below.

To escape the rigors of his home life, Mr. Avallone found refuge and solace in local movie theaters. He would sit enthralled by movies involving heroics, he recalls, and he particularly enjoyed "The Plainsman," starring Gary Cooper in the role of Kit Carson, which he saw at the age of 12. In fact, "The Plainsman" so appealed to Mr. Avallone's bent that he wrote down what he remembered of the film when he got home. Then and there, he decided he would write for a living.

After graduating from high school in 1942, Mr. Avallone continued to live at home and worked as a shipping clerk in a stationery store for $17.50 a week, all the while spending the better part of many nights writing in the family's bathroom. A year later, he enlisted in the army and was sent to war in Europe, where he became further acquainted with suffering, loss, and death.

At the end of the war, Mr. Avallone returned to the stationery store and the part-time life of a yet unpublished author. Then, after a year of intermittent writing, he completed a novel about an artist who goes blind. No publisher wanted it. (The book, "Take Me By The Hand," would be sold 14 years later.) Two other Avallone novels completed in 1948 fared no better.

Frustrated, Michael Avallone tried his hand at a baseball anthology and then a poetry collection. Again, no one was interested (both are still unsold). Having married a clerk at the store, and in rather precarious financial straits, Mr. Avallone turned in desperation to another genre: the fast-paced suspense novel. In 10 writing sessions, he dashed off an Ed Noon mystery. His loser's life was over.

The first Ed Noon book was published in 1953 and was Mr. Avallone's first book in print. Heady with literary success, he quit the stationery store to edit, and write for a group of 23 men's magazines. Then his marriage broke up, and he says he spent several years leading a rather aimless life. In 1960, he remarried, and his life, he says, began to take direction. Two years later, he quit magazines to write books full-time.

It wasn't long before Michael Avallone found his niche as a writer and discovered that his chief appeal lay with a broad audience impatient with complex, time-consuming books. Consequently, he says, his books are geared for quick reading (the typical reading time of one of his novels, he says, is an hour and a half). "My reader is the man on the street," Mr. Avallone says. "He's people. My books aren't designed for the ivory-tower, English-lit type."

QUESTIONS FOR DISCUSSION

1. Prior to writing his first "successful" novel, how did Mr. Avallone support himself?

2. While on this job and after leaving it, what did the author do which probably contributed to his skill as a writer?

3. Who are the "people," in Mr. Avallone's opinion, and how do they differ from the "ivory-tower, English-lit type"?

What Is Success?
Page 5 of 6

The article is concluded in the following two columns. After reading them, please be prepared to give your opinion as to why fame has probably "eluded" Mr. Avallone.

But catering to such people, however uncomplicated their tastes, isn't without its mental pressures; and as a release, the author spends weekday mornings at a neighborhood candy store playing pinball. Not only is he addicted to the game, but he is also fascinated by the endless chatter of the store's customers, many of whom inadvertently supply him with materials for his books.

Michael Avallone's ceaseless search for material is only equalled by his quest for another--and, thus far, more elusive--goal, fame. His money, his nice home, his wife, his three children are all important, Mr. Avallone says; but over and above all these blessings, he would still like to be famous. Consequently, as long as the country's book reviewers don't deign to mention an Avallone book, much less its author, Mr. Avallone has taken it upon himself to promote celebrity by scattering calling cards, bearing his name and titles of some of his books, around the world. Bus drivers, cabbies, airline stewardesses have all been recipients of Avallone cards; he also leaves them in homes, museums, subways, hotel and motel rooms, monuments--indeed, everywhere he goes. "It's sort of like leaving your mark on the world," he says. "It's like creating a time capsule."

The ultimate impact of the cards remains to be seen, leaving Michael Avallone in the meantime to ponder what brings about public acclaim. "Just think of what I've done," he says. "It's remarkable. I've written 146 books, and yet I'm like a prophet without honor in his own country. My dream is that I can walk down the street and somebody on the other side will look across and say, 'Hey, that's Michael Avallone. He's the writer.'"

SUMMARY QUESTIONS

1. Should critics and book reviewers continue to ignore Mr. Avallone and his work, how do you think the author will begin to feel about himself?

2. What do you think of the author's method of making himself known?

3. Do you agree with Mr. Avallone's reasoning as to why he should be considered a celebrity? Give a reason for your answer.

4. What do you think Mr. Avallone means by the statement, "I'm like a prophet without honor in his own country"?

GLOSSARY

ANTHOLOGY	A collection
AUTOBIOGRAPHICAL	Pertaining to the story of one's life as written by that person him or herself
BURGEONING	Growing rapidly
CELEBRITY	A famous and respected person
CHAOS	Total disorder or confusion
CLICHE	Common or trite expression or idea
COMMODITY	Something useful
COMMONPLACE	Ordinary; common
COMPLEX	Complicated
EMANATE	To come from or to originate from something
ENTHRALLED	Spellbound; charmed
GENRE	Kind, type, or class
HERCULEAN	Huge; strong
HEROINE	A female hero
IMPACT	The effect of one thing on another
IMPLAUSIBLE	Not likely
INFAMOUS	Having a bad reputation
INTERMITTENT	Stopping and starting at certain time intervals
LOGICAL	Reasonable
MALFORMATIONS	Structures and forms which are not normal
NICHE	A situation or activity which is suitable for something or someone
NYMPHOMANIACS	Women who have uncontrollable desires
PERSISTENCE	To continue at something or to hold firmly to some purpose or idea
PRACTITIONER	One who practices a profession or occupation
PRODIGIOUS	Enormous; extraordinary
PROPHET	A person who acts and speaks by divine inspiration
PSEUDONYMS	A fictitious name; an alias; a pen name
SCRIPT	The written text of a movie, play, or radio show
SPONTANEOUS	Not planned or thought of beforehand; voluntary
ULTIMATE	Final; conclusive
VORACIOUS	Eager; greedy

THE FEMINISTS' ANSWER TO SEX DISCRIMINATION ON THE JOB

For years, women have complained that they have been given only those jobs which men--not women--thought suitable for them. Such positions, according to the complaints, are dull and boring, low-paying, and have not allowed women to make full use of their skills.

The article below, by Bill Hieronymus, which is a reprint from the April 15, 1974 issue of the Wall Street Journal, lists several things which some feminist groups have done about sex discrimination on the job. Read it and see if you think that they are solving this problem in an effective way.

Overview:

The article is devoted to a description of some of the businesses owned and operated by and for women, including the most discriminatory one of the group, Diana Press, Incorporated, which will not consider hiring a man and won't accept men as customers. Space is given to organizations and institutions which are helping would-be businesswomen get their businesses started; there is a success story about the Ms. magazine enterprise, and an account of how one feminist organization had to use the services of a professional accounting firm when one of its members was engaging in old-fashioned embezzlement.

QUESTIONS FOR DISCUSSION

1. Who are the feminists and from what do they seek "liberation"?
2. Should men complain about the hiring practices at Diana Press? Why, or why not?
3. If men are never allowed to work or to do business with Diana Press, how will they ever know that women can be good business managers?

FOR SOME FEMINISTS, OWNING A BUSINESS IS REAL LIBERATION

* * *

WOMEN'S MOVEMENT SPURS FEMALE ENTREPRENEURSHIP; POLITICS AND PROFITS MIX

The hiring practices at Diana Press Inc. are downright discriminatory, and co-founder Coletta Reid doesn't care who knows it. "Men don't touch any job that we do," she boasts. "Our goal is to help other women."

A Baltimore-based publishing and printing concern owned and operated by women, Diana Press not only shows male job applicants the door, it refuses to accept male customers. (Its owners say they have more business than they can handle from women.) The company's avowed aim-besides making a profit-is to promote the feminist cause and bring more women into business at all levels.

QUESTIONS FOR DISCUSSION

4. Why do you think that the author, who happens to be a man, used the expressions, "male-chauvinist-pig pincushions" and "aprons for women who hate housework"?

5. Do you think that the number of businesses owned and operated by women will ever exceed the number owned and operated by men? Why, or why not?

6. Why do you think that many female-managed businesses begin by selling only to other women?

7. Should women show a preference for finding work in a feminist business organization? Why, or why not?

As such, Diana Press has much in common with a host of new feminist businesses that have come into being since the women's liberation movement began to gather steam in the late 1960s. These companies range from personnel-placement and management-counseling services to manufacturing concerns turning out everything from male-chauvinist-pig pincushions to aprons for women who hate housework.

The New Immigrants?

Precise statistics on the number of companies founded or acquired by female entrepreneurs aren't available. But their ranks are swelling. "The New Woman's Survival Catalog," a recently published directory of firms serving the feminist market, lists more than 500 such companies. The Center for Venture Management, a nonprofit Milwaukee organization that studies small businesses, reports a sudden surge in the number of women attending its seminars on how to start a business. "It used to be there were only wives with their husbands," says director John Komives. "Now they're women on their own." Generally small in size, the new feminist businesses are scattered from coast to coast and exist mainly by buying and selling to one another.

"What we're seeing is the first step in an evolutionary process," says Lawrence C. Hackamack, a small-business specialist at Northern Illinois University in DeKalb, Ill., who compares the businesswomen to earlier generations of immigrants starting out in American society. "Like the Italians and Greeks, the women are selling first just to their own people," he says. As they get more experience, he predicts, they will follow historical precedent and expand into more extensive markets.

According to observers like Prof. Hackamack, the rising number of female-owned businesses reflects the degree of cynicism many women feel about their chances for success in conventional male-dominated corporations. Indeed, many of the feminist entrepreneurs say the main reason they cut loose from traditional jobs was a belief that they

QUESTIONS FOR DISCUSSION

8. Could you imagine a predominantly male business organization investing in a feminist organization? Why, or why not?

9. Should male toy manufacturers and male producers of radio shows and movies be seriously concerned about female competition in these areas? Why, or why not?

10. How would just a passing mention in an article produce the effect described here for Liberation Enterprises?

were being barred from advancement because of their sex. "Basically, we found that we couldn't get anywhere as women," says Stephanie L. Marcus, who teamed up with Rose Fontanella, another commercial artist, to found Liberation Enterprises, a Brooklyn, N.Y., novelty concern.

Leading the Pack

Though few of the companies with a niche in the feminist economy are making it big, some are well on the way. The most visible of these successful enterprises is Ms. magazine, a monthly serving as advertising medium, market research arm, and cheering section for the women's movement. Ms. had a head start, being better capitalized than perhaps any other firm in the feminist market. In addition to a number of individual investors, Warner Communications Inc., New York, agreed to invest up to $1 million in Ms. in return for a 25% ownership. Actually, Ms. needed only about half that much before becoming profitable. Patricia Carbine, publisher and editor-in-chief, says Ms. became profitable less than a year after the first issue appeared in mid-1972. Since then, profits have been steadily improving, she says, although she declines to give specific figures.

Flush with success, Ms. officials are planning a series of new projects to boost profits further. A new division is being created to make the magazine's expertise in the feminist market available for a fee to other concerns. In addition, Ms. is sounding out insurance companies about possibly offering policies to readers. And, it is considering a joint venture in the toy business, a movie and a radio show.

Ms. has such influence among feminists that an ad placed in it or a passing mention in an article is enough to produce a financial windfall for small companies. Liberation Enterprises was limping along until an article appeared in Ms. describing how it was founded. Besides producing an avalanche of orders, the article prompted a flood of fan mail from women who had been inspired to start their own businesses. Pat Windle,

QUESTIONS FOR DISCUSSION

11. Why is it a good business practice for a feminist business organization to make large contributions to the women's rights movement?

12. What do you think of the "stick-together" philosophy held by feminist business organizations? Will this eventually cause a drop in the volume of business done by male-managed businesses? Give a reason for your answer.

13. What do you think the author means by "looser work patterns and organizational structures"?

co-owner of Those Uppity Women, a jewelry concern in Indialantic, Fla., says, "Right around the time of the month that Ms. comes out, our business surges up to $300 a day for about a week." Normally, she says, the company's sales run around $75 to $80 a day.

A Stick-Together Philosophy

What sets many of the feminist concerns apart from conventional businesses is their dedication to politics as well as profits. "We feel very strongly that we're serving the women's movement," declares Stephanie L. Marcus of Liberation Enterprises.

Scores of the newly formed businesses are supporting the movement with more than just good intentions. Editors of the fast-selling "New Woman's Survival Catalog," for instance, have pledged a minimum of 20% of the book's royalties to the feminist cause. Similarly, Those Uppity Women promises in its ads to plow back 10% of its profits to women's rights groups.

Strong commitment to the principles of women's liberation lead feminist enterprises to seek out the services of other such concerns. For example, many feminist businesses plan to use First Women's Bank and Trust Co., a New York bank organized by women that recently won preliminary approval from state regulatory authorities. "We plan to give women the kind of credit they would get if they were men," says Sarah Kovner, one of the organizers. "Credit won't necessarily be any easier, it will just be credit like men can get at other banks," she says. The stick-together philosophy motivated Lammas Arts and Crafts, a Washington, D.C., concern run by women, to hire a feminist accountant and a feminist lawyer. And, while New Feminist Talent Associates, a New York speakers bureau, hasn't had much luck interesting big companies in its roster of specialists in the women's movement, it is doing big business on campuses and before women's groups.

Looser Structures

Typically, feminist companies are more willing than conventional businesses to experiment with new, looser work patterns and organizational structures. Many are making

QUESTIONS FOR DISCUSSION

14. Can a woman become a business executive and still remain "human"? Explain.

15. Can you imagine a business enterprise owned and operated by people who do not have titles which indicate the rankings of jobs within that organization? Why would a feminist firm prefer such an arrangement?

16. Should the Diana Press Company find that one of their members is engaging in embezzlement and that the company needs the services of a male accounting firm, how do you think the female managers would react?

a deliberate effort to break away from what they view as oppressive hierarchies existing in conventional companies. "The male is losing some of his human dignity" in traditional organizations, asserts Judith Meuli, who left a job as a technician at the University of California's Medical Center in Los Angeles to start selling jewelry, graphics, and other feminist products. "The women I've talked to want to start their businesses ... without losing some of their humanness," she says.

Anne Pride, a member of Know, Inc., a Pittsburg publishing concern, says, "We work as a collective and don't have any titles." In Washington, Carol Burris, a founder of Women's Lobby, Inc., a firm formed to represent women's interests on Capitol Hill, says: "We're trying not to set up a male type of hierarchy where some women do all the interesting work and others do all the ... work."

In practice, hang-loose work patterns tend to tighten up as a business expands and begins to confront thorny problems demanding the expertise of specialists. Know, Inc. learned this lesson the hard way. After discovering that one member of the collective was engaged in old-fashioned embezzlement, it turned over its financial matters to a professional accounting firm.

SUMMARY QUESTIONS

1. What do you think that the future holds for feminist business organizations? Will they continue to increase in numbers, or will they begin to fade out as women find more and better opportunities in existing organizations?

2. Without a feminist movement such as the one described in this article, in what other ways could women try to solve the problem of sex discrimination on the job?

GLOSSARY

ADVERTISING MEDIUM:	One way of advertising, such as a newspaper.
COMMITMENT:	A personal pledge or responsibility toward someone or some ideal.
EMBEZZLEMENT:	The act of taking money, with which one has been entrusted and which belongs to a business or to someone else, and using it (without permission) for one's own purposes.
ENTERPRISE:	A business.
ENTREPRENEURSHIP:	Engaged in organizing and operating a business.
EXPERTISE:	Special knowledge about something.
FEMINIST ECONOMY:	The female market system.
FEMINISTS:	Women who are active in promoting for themselves rights and status equal to that of men.
HIERARCHY:	A ranking of people and positions within an organization wherein one person or position is considered lower or higher in status than another.
INVEST:	To risk or to put one's money into something like a business enterprise or venture.
MARKET RESEARCH:	The process of finding out whatever it is that people need and buy.
OPPRESSIVE:	Someone or something that causes people to feel depressed.
PRECISE:	Definite, exact.
PRELIMINARY:	Something that happens or comes before some other activity or thing.
PROFIT:	A gain over the cost of operating a business.
ROYALTIES:	Parts, shares, or percentages of money received as a result of the sale of something like a book.
SPECIALISTS:	A person who devotes him or herself to the study of one particular thing or to only one type of work.
STATISTICS:	Information expressed in numbers, or a collection of numerical data.
SEMINAR:	A small group of people who meet together, usually as a class in a college or university, to work on a problem or project.

PROBLEMS AND BENEFITS OF POPULATION GROWTH

Why would a governor want to "unsell" his state? Rapid growth in population can impose what kinds of pressures upon the resources of a state? Can the benefits of population growth offset any problems which may occur?

The article below, by A. Richard Immel, which is a reprint from the May 22, 1974 issue of the Wall Street Journal, lists several things which may have contributed to Oregon's amazing population growth. As you read it, try to determine why the governor should be concerned; then see if you agree with the way in which he is trying to deal with the problem of population control.

Overview:

Even after advertising the mosquito as the state bird and declaring that there was only one day of summer, the people of Oregon have been plagued by a huge influx of immigrants, quite a few from California. One reason so many people want to come to Oregon, some say, is because of its reputation as a progressive state. Legislation that has won national attention includes very liberal abortion and divorce laws, strict election-campaign spending limits, the beginnings of some tough land-use controls, and the outlawing of the sale of no-deposit, no return containers.

To discourage new residents, the governor and some other local citizens have "toute Oregon as a great place to avoid; however, because of some reason or another, their efforts have served more to "sell" than to "unsell" the state as a desirable place in which to live and work.

QUESTIONS FOR DISCUSSION

1. Should you receive this kind of information about a state, would you consider going there to live? Give a reason for your answer.

2. The unselling efforts of state officials stimulated business for what company?

TRY AS THEY MIGHT FOLKS IN OREGON CAN'T DETER NEW RESIDENTS

* * *

EFFORT TO 'UNSELL' THE STATE
SEEMS TO HAVE BACKFIRED;
INSTEAD, IT GROWS FASTER

PORTLAND, Ore.-- When we last considered Oregon, the state bird was the mosquito, summer fell on a Tuesday, and Gov. Tom McCall was telling out-of-state folks to "come visit us, but for heaven's sakes, don't stay."

State officials joked about issuing 24-hour tourist visas, and an outfit called the Oregon Ungreeting Card Co. was selling cards encouraging Oregon-bound travelers to hurry on to some really nice places--like Washington, California, Nevada, and Afghanistan.

QUESTIONS FOR DISCUSSION

3. Why were the governor and other state officials so concerned about Oregon's population growth?

4. What makes people want to do what they are told not to do? Why would they want to travel to a state they have been told to avoid?

5. Oregon's tremendous population growth has already caused what kinds of problems?

6. In addition to the company mentioned on the previous page, the influx of new residents has stimulated business in what industry?

The purpose of all of this tongue-in-cheek "unselling" supposedly was to try to slow down Oregon's population growth, which was putting serious pressures on the state's resources and even threatening to undo some of its popular and much-envied environmental programs.

So how is it working out? Well, actually, not at all.

Much to the chagrin of those who have been touting Oregon as a great place to avoid, the state's growth rate has actually increased dramatically in the past several years. If Oregon's growth continues at its present rate, the state's population will rise by 25% during the 1970s. That's up from an 18% increase in the previous decade. Oregon is now the nation's 11th fastest-growing state, and in the West it is easily outstripping the growth rates of its two coastal neighbors, Washington and California.

Gubernatorial Candor

This has made a shambles of Gov. McCall's efforts and it's prompted him, with typical candor, to confess in his out-of-state speeches that his attempt to slow down growth "was the most disappointing boomerang I ever invented."

With people pouring into the state in ever increasing numbers, just how long Oregon will be able to control its destiny is an open question, many say. Population pressures already are causing problems. Urban sprawl is gobbling up 8,000 acres of prime farmland a year near the cities, and sewer-hookup moratoriums in suburban areas of Portland are creating squabbles over "toilet rights." The southern part of the state is plagued with so-called "bootleg subdivisions"--rural land that is being carved up by speculators into parcels that don't meet state laws but are being sold anyway, mainly to Californians across the state line. Two-thirds of the state's 2.2 million residents are crowded into the narrow north-south corridor called the Willamette Valley that makes up 12% of the state's land.

QUESTIONS FOR DISCUSSION

7. Is Oregon's growth problem "insoluble"? Give a reason for your answer.

8. Why would Californians want to move to Oregon?

9. Should the people of Oregon resent Californians vacationing in their state? This should bring about an increase in business for people engaged in what industry?

10. Why is Oregon considered a "progressive" state?

Reactions to the growth vary, but one of the most revealing is the decision by the James G. Blaine Society, Oregon's unofficial unwelcoming committee, to call it quits. "It just ain't fun anymore," says a weary Ron Abel, the transplanted Californian who organized the 300-member society several years ago. (Among other things, the whimsical group promoted the mosquito as state bird and bragged of Oregon's one-day summer). Its purpose, "to the extent there was any, was to alert people here to the problems of uncontrolled growth," Mr. Abel explains. He thinks it has done that. Besides, he says, "the problem is insoluble."

20 Million Californians

Why Oregon is continuing to grow apace isn't entirely clear, but there are some theories. Demographers, the people who study population trends, say that such growth is probably inevitable, given today's youthful, footloose population. And just having 20 million Californians next door is enough in itself to create population pressure. Last year, 77% of Oregon's population increase came from immigration--people moving in from other states. More than two-thirds of those people came from California.

The pressure--and resentment of it--shows in many ways. "Oregon is California's state park," declares Larry Williams, head of the Oregon Environmental Council. He's referring to the summer invasion by California vacationers who take over all available camping spaces, particularly in the state parks in the southern part of the state. Bumper stickers proclaiming "Don't Californicate Oregon" represent one kind of Oregon reaction, and recently sweatshirts reading "University of California at Eugene" have appeared on the University of Oregon campus.

One reason Oregon is attracting so many people, some say, is its reputation as a progressive, populist state. Cleanup of the once-polluted Willamette River is a well-known Oregon accomplishment; legislation that won rational attention includes

QUESTIONS FOR DISCUSSION

11. Why would this type of legislation receive national attention?

12. Why would a person want to take a 20% pay cut or "jump careers" to live in Oregon?

13. A factor which caused the "unselling" projects to fail was what?

14. Explain: " . . . through reverse psychology, he (the governor) has become a welcoming committee."

very liberal abortion and divorce laws, strict election-campaign spending limits, and the beginnings, at least, of some tough land-use controls. Oregon was also the first state in the nation to tackle the litter problem directly by outlawing the sale of no-deposit, no-return beverage containers.

All of this has become wrapped in a sort of mystique. Sometimes the mystique alone is the magnet (as with a young man from Baltimore who told a population expert he came her "because Oregon has such neat karma.") Others have more specific reasons. "I'm getting an incredible number of very good people applying for jobs," says Andrew Norris III, president of U.S. Bantrust, a major real estate investment trust. "They're willing to take a 20% pay cut and even willing to jump careers to live here." Many of them cite Oregon's progressive legislation as a reason they want to come here, he says.

One factor in Oregon's popularity doubtless has been an outpouring of favorable coverage by national news media. A cursory count by one of the governor's aides recently turned up over three dozen major feature stories about Oregon that have appeared on the wire services, on television networks and in big-city newspapers and national magazines--all since September.

Part of the Problem?

Another major factor is Gov. McCall himself. The popular Republican has kept up a grueling pace since last fall, averaging two or three speeches a week outside the state. Some are political talks, but an aide estimates about 90% of them deal in some way with the Oregon story.

Indeed, a growing number of Oregonians are beginning to think that, in seeking the solution, the governor has become part of the problem. In their view, through reverse psychology he has become a welcoming committee.

Steve McCarthy, director of a Ralph Nader-sponsored student research group, groans at mention of the "Oregon story."

QUESTIONS FOR DISCUSSION

15. Why would a state, which is considered "behind the times," attract new people?

16. What is an "advertising gimmick"?

17. Do you agree with Mr. Norris? Did the governor, through reverse psychology, really want to stimulate a growth in Oregon's population?

18. The governor's attitude and actions have affected the jobs of people who work in what industry?

"I can tell if the mail is slow by how long it takes for the next wave of resumes to come in after a national media story," he complains. Mr. McCarthy's basic objection is that he believes the Oregon story isn't true. "The only reason we look good is because we're behind the times," he says, referring to the state's relative lack of industry and small population. His advice to the governor: stop talking.

Kessler Cannon, Oregon's environmental chief and former head of the governor's "livability committee," shakes his head in disbelief at the population trends. "We couldn't begin to buy the press we've gotten," he says. "If we had been out to sell Oregon, this would have been the cleverest advertising gimmick you could imagine."

"The Oregon Way"

Some think maybe that's exactly what the governor had in mind all along. "I sometimes wonder if it's a very subtle and well-thought-out plan to stimulate the kind of growth Oregon and other states would really like to have," says U.S. Bantrust's Mr. Norris, pointing out that only "clean" industry (that is, nonpolluting and low in power consumption) is being sought and that most of the people moving in believe in "the Oregon way" of doing things.

It's not surprising that the governor's attitude hasn't exactly captivated the state's tourist industry. Relations hit a new low last year when the Department of Tourism's out-of-state advertising budget was slashed in half to about $250,000 for the current year (it had been as high as $1 million three years ago). Major mass-media ads have been limited to two issues of National Geographic--but only the Midwest editions. "My guys are mad as hell about it," says Fred Van Natta, spokesman for three organizations representing Oregon's hotels, motels and restaurants.

Questions for Discussion

> Was the governor serious all along? Absolutely, he says. His visit-but-don't stay statement "wasn't intended to do that, to increase growth, but I'm afraid it was provocative enough to attract a lot of people. And they like what they see here." The governor isn't about to abandon his "missions," as he sometimes calls his talking trips. The reason, he says, is that there's more to the story than just keeping growth down: "It's the first time Oregon's exemplary, free, innovative government has come into focus." But more than that, the governor says, his is a "regenerative, hopeful message that the formula is exportable in your state. The bottle bill is exportable; people need to hear that."
>
> Ungreeting cards are exportable, too. After starting out on a $120 shoestring and a couple of self-deprecating Oregon jokes, owners Frank Beeson and Jim Clotier have maneuvered the Eugene-based Oregon Ungreeting Card Co. into something of a colossus. One year and a half-million cards later, the line has expanded to include T-shirts, bumper stickers and posters, which together are grossing $25,000 to $30,000 a month. The company now makes ungreeting cards for California, Washington, Colorado, Texas, Arizona, Nevada and Idaho. Hawaii is next.

19. What did the governor mean by the expressions, ". . . the formula is exportable . . . ." and "The bottle bill is exportable; people need to hear that."

20. How is the state of Oregon benefiting from the business expansion of the Oregon Ungreeting Card Company?

SUMMARY QUESTIONS

1. In addition to the problems mentioned in the article, uncontrolled population growth can cause what other kinds of difficulties within a state?

2. An increase in the volume of business done by real estate developers and by Oregon's Ungreeting Card Company has probably resulted in a larger number of opportunities for people interested in what types of occupations?

3. If the state officials of Oregon are serious about population control, how can they deal with the problem in a more effective way?

GLOSSARY

APACE	Quickly; swiftly
CANDOR	Sincerity
CHAGRIN	Embarrassment
COLOSSUS	Something which is huge or enormous in size or in importance
CURSORY	Hasty; superficial; skipping details
DETER	To prevent or discourage
EXEMPLARY	A model; something worthy of being copied
EXPORTABLE	Something that can be sent out of state or abroad for trade or sale
GUBERNATORIAL	Pertaining or relating to a governor
INCREDIBLE	Unbelievable
INEVITABLE	Something that can't be avoided or prevented
INNOVATIVE	Something new
INSOLUBLE	Not capable of being solved or explained
KARMA	Fate; lot; destiny
MORATORIUM	A delay or deferment of any action
MYSTIQUE	Something which is mysterious or mystical
PROVOCATIVE	Stimulating; exciting
RESUME	A listing or summary of experiences which is usually submitted with a job application
SELF-DEPRECATING	To express disapproval of self
TOUT	To publicize something as being very important or of great worth
VISA	An official authorization permitting an individual to enter and travel within a state or country
WHIMSICAL	Odd; unusual

STUDENT MATERIALS

SECTION 2

ARTICLES FROM WORKING: PEOPLE TALK ABOUT WHAT THEY DO ALL DAY AND HOW THEY FEEL ABOUT WHAT THEY DO

AN ACCOUNTANT-AUDITOR

TALKS ABOUT HIS JOB

Do we, in general, tend to associate certain physical characteristics and personal qualities with members of a particular profession? When making decisions about careers, should you be concerned about the mental pictures which many people have of workers in various occupations? Please read the article, which begins in the box below, then prepare to discuss your answers to these two questions.

Overview:

Fred Roman is an accountant-auditor for a public accounting firm. During an interview, he discusses his work, the image that many people have of accountants, why he chose this profession, and his plans for the future.

FRED ROMAN

I usually say I'm an accountant. Most people think it's somebody who sits there with a green eyeshade and his sleeves rolled up with a garter, poring over books, adding things--with glasses. (Laughs) I suppose a certified public accountant has status. It doesn't mean much to me. Do I like the job or don't I? That's important.

He is twenty-five and works for one of the largest public accounting firms in the world. It employs twelve hundred people. He has been with the company three years. During his first year, after graduating from college, he worked for a food chain, doing inventory.

QUESTIONS FOR DISCUSSION

1. What is your mental picture of an accountant? Does it match the one described in the first paragraph?

2. Fred worked as an inventory clerk following graduation. Why do you think that he accepted that kind of work instead of immediately going into accounting?

As you continue with the article, in the box below, you will find out what Fred Roman does as an accountant-auditor and what he is looking for when he examines the records of a company.

> The company I work for doesn't make a product. We provide a service. Our service is auditing. We are usually hired by stockholders or the board of directors. We will certify whether a company's financial statement is correct. They'll say, "This is what we did last year. We made X amount of dollars." We will come in to examine the books and say, "Yes, they did."
>
> We're looking for things that didn't go out the door the wrong way. Our clients could say, "We have a million dollars in accounts receivable." We make sure that they do, in fact, have a million dollars and not a thousand. We ask the people who owe the money, "Do you, in fact, owe our client two thousand dollars as of this date?" We do it on a spot check basis. Some companies have five thousand individual accounts receivable. We'll maybe test a hundred.
>
> We're also looking for things such as floating of cash. If a company writes a check one day and deposits money the next day, it tells you something of its solvency. We look for transfers between accounts to make sure they're not floating these things--a hundred thousand dollars they keep working back and forth between two banks. (Laughs)
>
> We work with figures, but we have to keep in mind what's behind those figures. What bugs me about people in my work is that they get too wrapped up in numbers. To them a financial statement is the end. To me, it's a tool used by management or stockholders.
>
> We have a computer. We call it Audex. It has taken the detail drudgery out of accounting. I use things that come out of the computer in my everyday work. An accountant will prepare things for keypunching. A girl will keypunch and it will go into the monster. That's what we call it. (Laughs) You still have to audit what comes out of the computer. I work with pencils. We all do. I think that's 'cause we make so many mistakes. (Laughs)

QUESTIONS FOR DISCUSSION

1. From the information contained in the above paragraphs, it is evident that Fred Roman spends most of his day working with figures. Would you find this to your liking? Give a reason for your answer.

2. Do we usually think of a keypunching job as being one for a woman? Is it reasonable to expect that some men may want to do this kind of work? Why?

Although they are admired and respected as professionals, many people look upon auditors with "fear and suspicion." To find out why, please continue with the article in the box below.

> You're an auditor. The terms scares people. They believe you're there to see if they're stealing nickels and dimes out of petty cash. We're not concerned with that. But people have that image of us. They think we're there to spy on them. What we're really doing is making sure things are reported correctly. I don't care if somebody's stealing money as long as he reports it. (Laughs)
>
> People look at you with fear and suspicion. The girl who does accounts receivable never saw an auditor before. The comptroller knows why you're there and he'll cooperate. But it's the guy down the line who is not sure and worries. You ask him a lot of questions. What does he do? How does he do it? Are you after his job? Are you trying to get him fired? He's not very friendly.
>
> We're supposed to be independent. We're supposed to certify their books are correct. We'll certify this to the Securities Exchange Commission, to the stockholders, to the banks. They'll all use our financial statements. But if we slight the company--if I find something that's going to take away five thousand dollars of income this year--they may not hire us back next year.
>
> I'm not involved in keeping clients or getting them. That's the responsibility of the manager or the partner. I'm almost at the bottom of the heap. I'm the top class of assistant. There are five levels. I'm a staff assistant. Above me is senior. Senior's in charge of the job, out in the field with the client. The next level is manager. He has over-all responsibility for the client. He's in charge of billing. The next step is partner. That's tops. He has interest in the company. Our owners are called partners. They have financial responsibility. The partner decides whether this five hundred thousand dollars is going to go or stay on the books.

QUESTIONS FOR DISCUSSION

1. So that auditors will have the cooperation of the "guy down the line," what can the managers of a corporation do?

2. To allay or lessen the fear and suspicion which employees have of them, what can auditors do?

Fred Roman's firm has a "philosophy of progress." To find out what he thinks of this, please read the information below.

> There are gray areas. Say I saw that five hundred thousand dollars as a bad debt. The client may say, "Oh, the guy's good for it. He's going to pay." You say, "He hasn't paid you anything for the past six months. He declared bankruptcy yesterday. How can you say he's gonna pay?" Your client says, "He's reorganizing and he's gonna get the money." You've got two ways of looking at this. The guy's able to pay or he's not. Somebody's gotta make a decision. Are we gonna allow you to show this receivable or are we gonna make you write it off? We usually compromise. We try to work out something in between. The company knows more about it than we do, right? But we do have to issue an independent report. Anyway, I'm not a partner who makes those decisions.
>
> I think I'll leave before I get there. Many people in our firm don't plan on sticking around. The pressure. The constant rush to get things done. Since I've been here, two people have had nervous breakdowns. I have three bosses on any job, but I don't know who's my boss next week. I might be working for somebody else.
>
> Our firm has a philosophy of progress, up or out. I started three years ago. If that second year I didn't move from SA-3, staff assistant, to SA-4, I'd be out. Last June I was SA-4. If I hadn't moved to SA-5, I'd be out. Next year if I don't move to senior, I'll be out. When I make senior, I'll be Senior-1. The following year, Senior-2. Then Senior-3. Then manager--or out. By the time I'm thirty-four or so, I'm a partner or I'm out.
>
> When a partner reaches fifty-five he no longer has direct client responsibility. He doesn't move out, because he's now part owner of the company. He's in an advisory capacity. They're not retired. They're just--just doing research. I'm not saying this is good or bad. This is just how it is.

QUESTIONS FOR DISCUSSION

1. What do you think of the philosophy of Fred's firm? If you were manager, would you want to retain this? Why?

2. Would you want to work for a company with such a philosophy? Give a reason for your answer.

3. What do you think of Fred's reasons for wanting to leave the accounting firm?

In the paragraphs below, Fred discusses the changing image of accountants, how outgoing employees are treated and why, and some of his thoughts about the importance of his work to society.

It's a very young field. You have a lot of them at the bottom to do the footwork. Then it pyramids and you don't need so many up there. Most of the people they get are just out of college. I can't label them--the range is broad--but I'd guess most of them are conservative. Politics is hardly discussed.

Fifteen years ago, public accountants wore white shirts. You had to wear a hat, so you could convey a conservative image. When I was in college the big joke was: If you're going to work for a public accounting firm, make sure you buy a good supply of white shirts and a hat. They've gotten away from that since. We have guys with long hair. But they do catch more static than somebody in another business. And now we have women. There are several female assistants and seniors. There's one woman manager. We have no female partners.

If you don't advance, they'll help you find another job. They're very nice about it. They'll fire you, but they just don't throw you out in the street. (Laughs) They'll try to find you a job with one of our clients. There's a theory behind it. Say I leave to go to XYZ Manufacturing Company. In fifteen years, I'm comptroller and I need an audit. Who am I gonna go to? Although their philosophy is up or out, they treat their employees very well.

Is my job important? It's a question I ask myself. It's important to people who use financial statements, who buy stocks. It's important to banks. (Pause) I'm not out combatting pollution or anything like that. Whether it's important to society . . . (A long pause) No, not too important. It's necessary in this economy, based on big business. I don't think many of the others at the firm share my views. (Laughs)

QUESTIONS FOR DISCUSSION

1. Fred says that the guys with long hair catch more "static" than somebody in another business. Where do you think the "static" comes from?

2. Even if an accountant is fired, what advantage is there to working for Fred's accounting firm?

3. Fred thinks that his job is not too important to society. What are your feelings about this?

The information below reveals why Fred chose to go into the field of accounting and what his future plans are.

> I have a couple of friends there. We get together and talk once in a while. At first you're afraid to say anything 'cause you think the guy really loves it. You don't want to say, "I hate it." But then you hear the guy say, "Boy! If it weren't for the money I'd quit right now."
>
> I'd like to go back to college and get a master's or Ph.D and become a college teacher. The only problem is I don't think I have the smarts for it. When I was in high school I thought I'd be an engineer. So I took math, chemistry, physics, and got my D's. I thought of being a history major. Then I said, "What will I do with a degree in history?" I thought of poli sci. I thought most about going into law. I still think about that. I chose accounting for a very poor reason. I eliminated everything else. Even after I passed my test as a CPA, I was saying all along, "I don't want to be an accountant." (Laughs). I'm young enough. After June I can look around. As for salary, I'm well ahead of my contemporaries. I'm well ahead of those in teaching and slightly ahead of those in engineering. But that isn't it. . . .
>
> When people ask what I do, I tell them I'm an accountant. It sounds better than auditor, doesn't it? (Laughs) But it's not a very exciting business. What can you say about figures? (Laughs) You tell people you're an accountant--(his voice deliberately assumes a dull monotone) "Oh, that's nice." They don't know quite what to say. (Laughs) What can you say? I could say, "Wow! I saw this company yesterday and their balance sheet, wow!" (Laughs) Maybe I look at it wrong. (Slowly, emphasizing each word) *There just isn't much to talk about.*

QUESTIONS FOR DISCUSSION

1. Fred thinks he chose accounting as a career for a very poor reason. What are your thoughts about this?

2. After saying that his salary was above that of his contemporaries, Fred added, "But that isn't it." What do you think he meant by that statement?

3. Should students, who are now considering the field of accounting, be "turned off" because of the information contained in this article? Why, or why not?

SUMMARY QUESTIONS

1. Where would you go to find more information about the field of accounting?

2. From what Fred Roman says about his salary, would a job as an accountant enable you to support the kind of life style that you prefer?

3. Is it a "cop-out" to quit a job? Why?

4. When a person wants to move from one job to another, what are some of the things that he or she should consider?

GLOSSARY

ACCOUNTS RECEIVABLE	Amounts owed to a business by its customers
ASSUMES	To undertake or to take on
AUDIT	To examine and/or to correct records or accounts
AUDITOR	One who audits
BANKRUPT	Financially destitute or ruined
BOARD OF DIRECTORS	Group of people elected to manage a business enterprise such as a corporation
CERTIFIED PUBLIC ACCOUNTANT	Accountants who are college graduates, who have had practical experience in the field, and who have passed a rigorous examination administered by the American Institute of Certified Accountants
CERTIFY	To formally acknowledge something as being accurate, genuine, or true
COMBAT	To oppose or fight against
COMPROMISE	To settle differences by making mutual concessions
COMPTROLLER	The chief accountant for a corporation or business

GLOSSARY

(Continued)

COMPUTER	An electronic machine that performs high-speed calculations
CONSERVATIVE	Cautious and traditional in manner or style
COMTEMPORARIES	Persons belonging to the same time or of the same age
CONVEY	To communicate
ECONOMY	Pertaining to the material wealth of a country or business
ELIMINATE	To remove
FINANCIAL	Having to do with or pertaining to money matters
FINANCIAL STATEMENT	A statement which summarizes the financial dealings of a company
IMAGE	A mental picture
INVENTORY	A listing of goods, equipment, and so on
KEYPUNCHING	The process of using a keyboard machine to punch holes in cards or tapes
MONOTONE	Words spoken while maintaining a single tone of voice
PETTY CASH	A special cash fund which is used to pay small bills
POLI SCI	Political Science
POLLUTION	Something which makes things unclean or which contaminates
PUBLIC ACCOUNTANT	An independent practitioner, who, for a fee, offers such services to business enterprises as income tax preparation, auditing, giving financial advice, and so on
PYRAMIDS	To increase rapidly
RECEIVABLE	Money which is due and which is collectable

2

GLOSSARY

(Continued)

RESEARCH	To investigate in a scholarly manner; to search for information
SECURITIES EXCHANGE COMMISSION	A government agency which regulates the sale of new stocks and bonds
SHARES	The parts into which the ownership of a corporation is divided
SOLVENT	Able to meet financial obligations
STATUS	The condition, relative position, or standing of a person or thing
STOCKHOLDERS	Those who own stock in a company
STOCK	A share of ownership in a company, as evidenced by a legal document called a "stock certificate"
STOCK CERTIFICATE	A printed form indicating ownership in a corporation

HOW A PRIVATE SECRETARY FEELS ABOUT HER JOB

Why is it that some people are happy with their jobs while others doing the same type of work are quite dissatisfied? As you read the article which begins below, you are to think of some possible answers to this question, and you are to determine how Anne Bogan feels about her work and why.

Overview:

Anne Bogan is private secretary to a corporation president. During an interview, she reveals how she feels about her job, her boss, and others with whom she works.

ANNE BOGAN

We're on the thirty-second floor of a skyscraper, the office of a corporation president. She is his private secretary. The view of the river, railroad yards, bridges, and the city's skyline is astonishing.

"I've been an executive secretary for eight years. However, this is the first time I've been on the corporate end of things, working for the president. I found it a new experience. I love it and I feel I'm learning a lot."

I become very impatient with dreamers. I respect the doers more than the dreamers. So many people, it seems to me, talk about all the things they want to do. They only talk without accomplishing anything. The drifters are worse than the dreamers. Ones who really have no goals, no aspirations at all, just live from day to day. . . .

QUESTIONS FOR DISCUSSION

1. Should "doers" be respected more than "dreamers"? Give a reason for your answer.

2. Would you consider Anne a "doer" or a "dreamer"? Why?

To find out some of the reasons why Anne likes her job and how she feels about many of the women she meets, please continue with the article below.

> I enjoy one thing more than anything else on this job. That's the association I have with the other executives, not only my boss. There's a tremendous difference in the way they treat me than what I've known before. They treat me more as . . . on the executive level. They consult me on things, and I enjoy this. It stimulates me.
>
> I know myself well enough to know that I've always enjoyed men more than women. Usually I can judge them very quickly when I meet a woman. I can't judge men that quickly. I seek out the few women I think I will enjoy. The others, I get along with all right, but I feel no basic interest. I don't really enjoy having lunch with them and so on.
>
> You can tell just from conversation what they talk about. It's quite easy. It's also very easy to tell which girls are going to last around the office and which ones aren't. Interest in their work. Many of them aren't, they just don't dig in. They are more interested in chatting in the washroom. I don't know if that's a change from other years. There's always been some who are really not especially career-minded, but they have to give a little bit and try a little harder. The others get by on as little as possible.
>
> I feel like I'm sharing somewhat of the business life of the men. So I think I'm much happier as the secretary to an executive than I would be in some woman's field, where I could perhaps make more money. But it wouldn't be an extension of a successful executive. I'm perfectly happy in my status.

QUESTIONS FOR DISCUSSION

1. Why does Anne find it stimulating when her boss and other executives consult her "on things"?

2. Based on the information in the third paragraph above, how would Anne describe a person who is "career-minded"?

3. How would a "women's libber" view Anne Bogan? Why?

In the column below, there is additional information as to why Anne enjoys her work, and there is a brief account of what her life was like prior to becoming the private secretary to a corporation president.

She came from a small town in Indiana and married at eighteen. She had graduated from high school and began working immediately for the town's large company. "My husband was a construction worker. We lived in a trailer, we moved around a lot. There's a lot of community living in that situation and I grew pretty tired of it. You can get involved, you can become too friendly with people when you live too close. A lot of time can be wasted. It was years before I started doing this."

I have dinner with businessmen and enjoy this very much. I like the background music in some of these restaurants. It's soothing and it also adds a little warmth and doesn't disturb the conversation. I like the atmosphere and the caliber of people that usually you see and run into. People who have made it.

I think if I've been at all successful with men, it's because I'm a good listener and interested in their world. I enjoy it, I don't become bored with it. They tell me about their personal life, too. Family problems, financial, and the problems of raising children. Most of the ones I'm referring to are divorced. In looking through the years they were married, I can see this is what probably happened. I know if I were the wife, I would be interested in their work. I feel the wife of an executive would be a better wife had she been a secretary first. As a secretary, you learn to adjust to the boss's moods. Many marriages would be happier if the wife would do that.

SUMMARY QUESTIONS

1. If Anne should hold the same job for 10 to 20 years, do you think she would feel that she had accomplished something? Give a reason for your answer.

2. Should her duties remain the same but should she find it necessary to meet and work with people who "have not made it," do you think that Anne would continue to like her job? Why?

3. It has been said that some sport fans feel like winners or losers depending on how their favorite team performs rather than on their own abilities or accomplishments. Along this same line of thinking, could this be true of Anne? In other words, do you think that Anne feels that she is a success because she works for a successful executive? Why?

SUMMARY QUESTIONS

(Continued)

4. Among the reasons Anne gives for liking her job, there is no mention of salary or duties. What does this tell you about her work values?

5. What is your definition of an "executive secretary," and how do you think a person may prepare for this type of job?

6. Should men be interested in becoming an executive secretary? Give a reason for your answer.

7. One who holds such a job is probably able to support what kind of life style (friends, family, hobbies, other interests, etc.)?

GLOSSARY

ASPIRATION	Strong desire to accomplish something
CALIBER	Degree or measure of importance
CORPORATE	Pertaining to a corporation
EXECUTIVE	An administrator
FINANCIAL	Pertaining to money; having to do with money management
STIMULATE	To excite; to rouse to action

A BANK TELLER TALKS ABOUT HER JOB

Could you consider working in a bank? Would you find handling large quantities of money, on a daily basis, a stimulating and exciting activity? Please read the article, which begins in the box below, then prepare to discuss your answers with other members of your class.

Overview:

Nancy Rogers is a bank teller. During an interview, she discusses how she feels about her work, her relationship with other bank employees, and some typical experiences while serving customers.

NANCY ROGERS

At twenty-eight, she has been a bank teller for six years. She earns five hundred dollars a month.

What I do is say hello to people when they come up to my window. "Can I help?" And transact their business, which amounts to taking money from them and putting it in their account. Or giving them money out of their account. You make sure it's the right amount, put the deposits on through the machine so it shows on the books, so they know. You don't really do much. It's just a service job.

QUESTIONS FOR DISCUSSION

1. From what Nancy says in the paragraph above, is the job of a bank teller an important one? Give a reason for your answer.

2. Nancy describes her position as "just a service job." What do you think she means?

The information below reveals what Nancy thinks about time clocks, how she prepares for the day's activities, and how she views her immediate supervisor.

> We have a time clock. It's really terrible. You have a card that you put in the machine and it punches the time that you've arrived. If you get there after eight-forty-five, they yell and they scream a lot and say, "Late!" Which I don't quite understand, because I've never felt you should be tied to something like a clock. It's not that important. If you're there to start doing business with the people when the bank opens, fine.
>
> I go to my vault, open that, take out my cash, set up my cage, get my stamps set out, and ink my stamp pad. From there on until nine o'clock when the bank opens, I sit around and talk to the other girls.
>
> My supervisor yells at me. He's about fifty, in a position that he doesn't really enjoy. He's been there for a long time and hasn't really advanced that much. He's supposed to have authority over a lot of things but he hasn't really kept informed of changes. The girls who work under him don't really have the proper respect that you think a person in his position would get. In some ways, it's nice. It's easier to talk to him. You can ask him a question without getting, "I'm too busy." Yet you ask a question a lot of times and you don't get the answer you need. Like he doesn't listen.

QUESTIONS FOR DISCUSSION

1. What do you think of Nancy's reason for not wanting to "punch" a time clock?

2. Why should employees be expected to report for work at least 15 minutes before the bank opens for business? Why not 5 minutes?

3. How could Nancy's supervisor earn the respect of those who work under him?

4. Nancy thinks that her supervisor "doesn't listen" when he does not give answers which she and others need. What do you think?

A Bank Teller Talks About Her Job
Page 3 of 12

As you continue with the article on this page, you will find out how Nancy obtains information about a customer's account, how she feels about working in a teller's "cage," and the extent of her relationship with other bank employees.

> We work right now with the IBM. It's connected with the main computer bank which has all the information about all the savings accounts. To get any information, we just punch the proper buttoms. There are two tellers to a cage and the machine is in between our windows. I don't like the way the bank is set up. It separates people. People are already separated enough. There are apartment houses where you don't know anybody else in the building. They object to your going into somebody else's cage, which is understandable. If the person doesn't balance, they'll say, "She was in my cage." Cages? I've wondered about that. It's not quite like being in prison, but I still feel very locked in.
>
> The person who shares my cage, she's young, black, and very nice. I like her very much. I have fun with her. She's originally from the South. She's a very relaxed type of person. I can be open and not worry I might offend her. I keep telling her she's a bigot. (Laughs) And she keeps saying, "There are only three kinds of people I dislike--the Italians, the Polacks, and the Jews. (Laughs) I'll walk up to her and put my hands on her shoulder and she'll say, "Get your hands off me, white girl, don't you know you're not supposed to touch?" It's nice and relaxed kind of--we sit around and gossip about our boyfriends, which is fun.
>
> A lot of people who work there I don't know. Never talk to, have no idea who they are. You're never introduced. I don't even know who the president of the bank is. I don't know what he looks like. It's really funny, because you have to go have okays on certain things. Like we're only allowed to cash up to a certain amount without having an officer okay it. They'd say, "Go see Mr. Frank." And I'd say, "Who's that? Which one? Point him out." The girl who's the supervisor for checking kept saying, "You don't know who he is? You don't know who he is? He's the one over there. Remember him? You waited on him." "Yeah, but I didn't know what his name was. Nobody ever told me."

QUESTIONS FOR DISCUSSION

1. Prior to using computer banks, how do you think tellers obtained information about customers' accounts?

2. Why do you think Nancy's bank allows only two tellers to a "cage"?

3. In the same office, why should employees know each other by name and position?

In the box below, Nancy talks about some of the customers who come into the bank and how she feels about handling huge quantities of money on a day-to-day basis.

> I enjoy talking to people. Once you start getting regular customers, you take your time to talk--which makes the job more enjoyable. It also makes me wonder about people. Some people are out working like every penny counts. Other people, it's a status thing with them. They really like to talk about it. I had a man the other day who was buying some stock. "Oh well, I'm buying fifty-thousand dollars worth of AT&T, and I'm also investing in..." He wouldn't stop talking. He was trying to impress me: I have money, therefore I'm somebody.
>
> Money doesn't mean that much to me. To me, it's not the money, it's just little pieces of paper. It's not the money to me unless I'm the one who's taking the money out or cashing the check. That's money because it's mine. Otherwise it doesn't really mean anything. Somebody asked me, "Doesn't it bother you, handling all that money all day long?" I said, "It's not money. I'm a magician. I'll show you how it works." So I counted out the paper. I said, "Over here, at this window, it's nothing. Over there, at that window, it's money." If you were gonna think about it every minute: "Oh lookit, here's five thousand dollars, wow! Where could I go on five thousand dollars? Off to Bermuda--" You'd get hung-up and so dissatisfied of having to deal with money that's not yours, you couldn't work.
>
> People are always coming in and joking about--"Why don't you and I get together? I'll come and take the money and you ring the alarm after I've left and say, 'Oh, I was frightened, I couldn't do anything.'" I say, "It's not enough." The amount in my cash drawer isn't enough. If you're going to steal, steal at least into the hundreds of thousands. To steal five or ten thousand isn't worth it.

QUESTIONS FOR DISCUSSION

1. Should Nancy take the time to talk with some of the regular customers? Do you think that this is a good or a poor business practice for a bank teller? Give a reason for your answers.

2. How would you react to handling huge quantities of money each day?

3. If you were a bank teller, how would you handle customers who joke about stealing money from your bank?

When Nancy makes a mistake in a customer's favor, what happens? If Nancy is ever held up by a bandit, what would she probably do? To find out, please continue with the article in the space below.

It's joked about all the time. Sometimes it's kidded about if you do have a difference. Maybe I was paying out a hundred dollars and two bills stuck together and I gave him $110 instead. A lot of times people have come back and said, "I think you gave me ten dollars too much." Like they didn't want me to get in trouble. "She won't balance today and here I am sitting with ten dollars she doesn't have." It's really nice to know people are honest. Quite a few are. Anyway, we're bonded, we're insured for that. The bank usually has a slush fund for making up differences one way or the other.

I've never been held up. We have a foot alarm, one that you just trip with your toe. At the other place, we had a button you push, which was immediately under the counter. Some people, you get a funny feeling about. Like I don't think that's his passbook, it's probably stolen. Most of the time you're never right. (Laughs)

One of the girls who works here was held up. She just gave the man the money he wanted. (Laughs) Which is all you can do. She went up to our head teller to get more money. She said, "Mr. Murphy, I was just held up." He said, "Oh sure, uh huh, ha, ha, ha." She said, "No, really, I was. (Laughs) He said, "Ooohhh, you really were, weren't you?" (Laughs) Like wow. I don't think they ever caught the person. She didn't give him all that money. She just gave him what she had in one part of the drawer and didn't bother to open the other drawers, where most of the cash was stored.

I really don't know what I'd do. I don't think I'd panic too badly. I'd be very nervous and upset, but I'd probably do exactly what the man wanted. If possible, trip the alarm, but that's not going to do much good. I'd give him the money, especially if he had a gun in his hand or even giving the slightest implication...Money's not worth that much. The bank's insured by the government for things like that, so there's no real...It'd be exciting, I guess.

QUESTIONS FOR DISCUSSION

1. If, at the end of a business day, Nancy finds that she has more cash than she should have, what do you think happened? If this is often the case with Nancy, would the bank have good reason to fire her? Why, or why not?

2. If you were a teller and you were being held up by a bandit, what would you do? Would you remain calm and use the foot alarm, or would you panic?

At times, Nancy has to work under "pressure" as she performs a number of banking operations for customers; and at times, her social life is affected by her job. Her thoughts about this are expressed below.

> A lot of younger girls who are coming in now, they get pushed too fast. If you've never done it before, it takes time just to realize--you have to stop and think, especially if it's busy. Here I am doing three different things. I am taking money out of these people's accounts and putting part of it into checking and he wants part of it back, plus he wants to cash a check, and he asks for a couple of money orders. You got all these things that you have to remember about--that have to be added and subtracted so everything comes out right.
>
> You force yourself into speeding up because you don't want to make people wait. 'Cause you're there for one reason, you're there and you want to get rid of these people so you can talk to him. (Laughs)
>
> In a lot of cases, as far as males, you're gonna be asked out. Whether you accept or not is something else. I met quite a few people in the bank who I've gone out with. Sometimes relationships work out very nicely and you become good friends with these people and it may last for years. My social life is affected by my job, oh sure. A customer coming in and saying, "I'm giving a party next week, would you like to come?"
>
> Some places kind of frown on it. But most of them have no control. One fella I met at the bank, he was from an auditing firm, who I went out with for a short while. He said, "Don't tell anybody. We're not supposed to go with anybody from the bank we work for." That's weird, for a job to carry over into your private life.

QUESTIONS FOR DISCUSSION

1. Why is skill in basic math a necessity for bank tellers?

2. Would you say that Nancy's interest in the social aspect of her job is greater than her interest in the business of banking? Why, or why not?

3. Should Nancy accept the social invitations which are extended from customers? Why would some banks "frown" on this?

A Bank Teller Talks About Her Job
Page 7 of 12

On this page, Nancy discusses her feelings about the uniforms she is required to wear and why she thinks that most bank tellers are women. Also, she tells why some customers are "bad days."

> Banks are very much giving into desexualizing the women who work there, by putting uniforms on them. Trying to make everybody look the same. In one way it's nice, it saves on clothes. In another way, it's boring, putting on the same thing almost every day is--ech!! Some I've seen aren't too bad, but in some places they're very tailored and in drab colors. Uptight is the only word I can think of to describe them. The place I worked before, it was a navy-blue suit and it was--blach!! (Laughs)
>
> Most bank tellers are women because of the pay scale. It's assumed that women are paid a little bit lower than men. (Laughs) There are only two men that work in the area, aside from my supervisor. The head teller, who's been there for years and years and years, and a young fella in charge of all the silver. For most men it's a job that doesn't offer that much kind of advancement. You'd have to be the type that would really enjoy just sittin' back and doing the same thing over and over again. A transaction is a transaction is a transaction.
>
> Some days, when you're aggravated about something, you carry it after you leave the job. Certain people are bad days. (Laughs) The type of person who will walk in and say, "My car's double-parked outside. Would you hurry up, lady? I haven't got time to waste around here." And you go--"What???" You want to say, "Hey, why did you double-park your car? So now you're gonna blame me if you get a ticket, 'cause you were dumb enough to leave it there?" But you can't. That's the one hassle. You can't say anything back. The customer's always right.
>
> Certain people who are having a bad day themselves feel they must take it out on you: "What are you doing there?" "Why are you checking that?" "Why did you have to do that? You calmly try and explain to them, "That's what's required." You can't please 'em. They make sure you're in as nasty a mood as they are. (Laughs)

QUESTIONS FOR DISCUSSION

1. Why do you think a bank manager would want female employees to wear uniforms?

2. Would you consider the position of bank teller as primarily a woman's job? Give a full reason for your answer.

3. How would you handle customers who are "bad days"?

Nancy was fired from her previous job. To find out why the bank took this action and what Nancy thought one of the real reasons was, please continue with the article in the space below.

> We have quite a bit of talk during coffee breaks. There's speculation: "Do you think this is what happened?" There was a girl who was let go this week. Nobody was told as to the why or wherefore. Nobody really still knows. They keep coming through the bank saying, "We don't want rumors started about such-and-such." But they don't explain it. She doesn't exist any more totally. She's no longer there.
>
> The last place I worked for, I was let go. I told the people I worked with, "If anybody asks, tell them I got fired and give them my phone number." One of my friends stopped by and asked where I was at. They said, "She's no longer with us." That's all. I vanished.
>
> When it happened, it was such an abrupt thing. I hadn't really expected it. I was supposed to be an example so that these things wouldn't occur any more. One of the factors was a man I wasn't getting along with. He worked out at the desk. He was--how can I put it?--he was a very handsy person. He was that way towards everybody. I didn't like it. He'd always pick out a time when you were balancing or you were trying to figure something out. You didn't want to be interrupted. At other times, you wouldn't mind, you'd laugh it off.
>
> The reason I was given for being fired was that I was absent too much and had been tardy too often. But I think there was really another reason. The girl who was supervisor was leaving and I was next in seniority. I just don't think they were going to let me go further.
>
> With her the job was everything, it was her whole life. She would stay there till seven in the evening if something went wrong, and come in on Saturdays if they asked her to. When I was done--I'm sorry, I was done for the day.

QUESTIONS FOR DISCUSSION

1. Why do you think that Nancy wanted to believe that the bank fired her for a reason other than her poor attendance and punctuality record?

2. How could she have tactfully discouraged the "handsy" male executive?

3. A bank teller who is often absent or late can cause what kinds of problems for other bank employees?

In the space below, Nancy mentions another reason as to why she may have been dismissed from the previous job; she accuses banks of wanting to "dehumanize" its employees; and she mentions one satisfaction in working as a teller.

> And I was very open about being different. It started when one of the girls had brought in a little sticker-thing for Valentine's Day. I thought they were cute. So I had just taken a couple of hearts out of one and put it on my name sign on the window, 'cause I liked it. There was never anything really said except "How come that's there?" And I said, "'Cause I like it." A lot of customers'd come in and say, "Wow! She had hearts on her window, she must be a nice girl." It gave them an opportunity to have something to say instead of just feeling they didn't know you and didn't quite know what to say. I think the bank didn't care for that too much. They want everybody to be pretty much the same, kind of conservative, fitting into the norm. I think that was the real reason I was let go.
>
> I think a lot of places don't want people to be people. I think they want you to almost be the machines they're working with. They just want to dehumanize you. Just like when you walk in in the morning, you put the switch on and here you are: "I am a robot. This is what I do. Good morning. How are you? May I help you?" I hate having to deal with people like that.
>
> In some way, I feel my job's important. Especially when you work with people who are trying to save money. It's gratifying for them when they give you the stuff and you mark in their book and there it is--wow! I've accomplished this. And you say, "I'm glad to see you again. You're really doing well. Most of these people here work in restaurants downtown and are secretaries. Lower middle class and a lot of blacks come in this bank. They're a lot more friendly than some of your other people, who are so busy trying to impress one another.

QUESTIONS FOR DISCUSSION

1. Why shouldn't there be a colorful atmosphere in banks? Why must bank employees be conservative in manner and in dress?

2. How could you give the same greeting each morning without acting and feeling like a robot?

3. If you were a teller, would you prefer working for a bank which has a large number of low- and middle-income customers; or would you prefer serving the upper-income people? Why?

Nancy feels that her job doesn't have "prestige." Do you agree? Read what Nancy says, then answer the questions below.

> They don't even recognize you. It's like I'm almost being treated as a machine. They don't have time to bother. After all, you're just a peon. I had a black man come up to my window and say, "It's really nice to see somebody working in a place like this who's even halfway relevant." And I thought--wow! (Laughs) I had my hair up like in little ponytails on the side and just had a pullover sweater and a skirt on and wasn't really dressed up. I was very taken aback by it. It's the first compliment I had in a long time. It's nice to be recognized. Most places, it's your full name on the window. Some places just have Miss or Mrs. So-and-so. I prefer giving my whole name so people can call me Nancy. (Laughs) They feel a little more comfortable. Certain officers you refer to by their first names. Other people you don't. Some people you would feel kind of weird saying, "Hey, Charlie, would you come over here and do this for me?" Other people you'd feel strange calling them by their proper name. All men who sit at the desk in the office you refer to as Mister. Okay, he's a vice president, he must be called Mr. So-and so. Whereas you're just a teller. Therefore he can call you by your first name. Smaller banks tend to be more friendly and open.
>
> When I tell people at a party I work for a bank, most of them get interested. They say, "What do you do?" I say, "I'm a teller." They say, "Oh hmm, okay," and walk away. I remember getting into a discussion with one person about the war. We were disagreeing. He was for it. I wasn't getting angry because I thought he has his right to his point of view. But the man couldn't recognize that I had the right to mine. The thing finally was thrown at me: "What do you mean saying that? After all, who are you? I own my own business, you just work in a crummy bank." It doesn't compute. Like, unless you're capable of making it in the business world, you don't have a right to an opinion. (Laughs)
>
> My job doesn't have prestige. It's a service job. Whether you're a waitress, salesperson, anything like that--working directly for the public--it's not quite looked on as being prestigious. You are there to serve them. They are not there to serve you. Like a housemaid or a servant.

QUESTIONS FOR DISCUSSION

1. In a bank, is a teller's job of less importance than that of a person who holds a "desk job"? Why, or why not?

2. Can it be true that all service jobs do not have prestige? In the space below, list at least two "prestigious" professions which are, in reality, service occupations.

As the interview is concluded, Nancy seems to be thinking that, as a bank teller, she does perform a special service.

One of the girls said, "People who go through four years of college should have it recognized that they have achieved something." A man said, "Don't you think someone who becomes an auto mechanic and is good at it should also be recognized? He's a specialist, too, like the man who goes to be a doctor." Yet he's not thought of that way. What a difference? It's a shame that people aren't looked at as each job being special unto itself. I can't work on a car, yet I see people who can do it beautifully. Like they have such a feel for it. Some people can write books, other people can do marvelous things in other ways. ...

SUMMARY QUESTIONS

1. Who or what determines which jobs have prestige and which ones do not?

2. Can you think of anything that can be done which would raise or elevate the status of such jobs as bank teller, waitress, secretary, and auto mechanic?

3. Inasmuch as Nancy objects to such things as punching a time clock and being conservative in dress and in manner, why do you think she continues to work as a bank teller?

4. Should Nancy decide to change jobs, what would you recommend and why?

5. If Nancy wants to advance in the banking industry, what do you think she should do?

6. Where could you possibly find more information about jobs in the banking industry?

GLOSSARY

ABACK (Taken)	Startled
AGGRAVATE	To make worse
AT&T	American Telephone and Telegraph Company
AUDIT	To examine; adjust; correct
BIGOT	A person who does not tolerate racial, religious, or political differences
BONDED	Insured against loss or theft
CAPABLE	Having ability
COMPUTE	To figure
COMPUTER	An electronic device that performs high-speed calculations
CONSERVATIVE	Cautious and traditional in manner and in dress
DEHUMANIZE	To deprive of or to take away all human qualities
DESEXUALIZE	To remove or take away all qualities or characteristics which distinguish men from women
FACTOR	Something or someone that contributes to a result, process, or product
GRATIFY	To please
IMPLICATION	That which implies or is involved in something
INSURE	To protect against loss, theft, or damage
MIDDLE CLASS	Middle-income people
NORM	A standard which is regarded as typical
PASSBOOK	Bankbook
PEON	Member of the working class; laborer
PRESTIGE	Status; prominence
SENIORITY	Pertaining to one's length of service in an organization
SLUSH FUND	A special sum of money set aside to cover losses or expenses which do not occur on a regular basis
SPECIALIST	One who is an expert in some area or field of study
SPECULATE	To think about
STATUS	Social or financial standing
STOCK	A share of ownership in a company as evidenced by a legal document called a "stock certificate"
TRANSACT	To conduct business
VAULT	A compartment for the safekeeping of valuables

THE RESPONSIBILITIES OF A PLANT MANAGER

How do you "picture" the manager of a large automotive plant? What kinds of personal skills should the holder of such a position have? Read the article which begins in the box below, then prepare to share your thoughts with the entire class.

Overview:

In an interview, Tom Brand, plant manager at the Ford Assembly Division in Chicago, describes a typical working day, how he works with people, and how he feels about his job.

TOM BRAND

He is plant manager at the Ford Assembly Division in Chicago. He has been with the company thirty years, aside from service in the Navy during World War II. At forty-eight, he exudes an air of casual confidence, ebullient, informal.

He came up from the ranks. "I was in the apprentice school in Detroit. Then I moved over to the Highland Park plant and was a leader in the milling department. I was eighteen. They were all women, and they gave me a fit. All had kids older than me. 'Hey Whitey, come over where.' They kidded the life out of me." (Laughs)

QUESTIONS FOR DISCUSSION

1. According to Tom Brand, "He came up from the ranks." What does this mean? What does this tell you about the promotional practices of the Ford Motor Car Company?

2. At 18, Tom was a "leader" in the milling department. As the youngest person in the department and as the only male, he probably had what kinds of special problems?

As you continue with the article on this page, you will find out how Tom prepared himself for his present job and how he controls the quality of the product which his plant produces.

> *After the war he attended the University of Michigan and earned a degree in engineering. "We went to work for Ford Research." Various moves--test engineer into quality control, processing ... five moves around the country: St. Louis, Twin Cities, back to Detroit, Chicago. "I've been here three years."*
>
> *There's a plaque on the desk: Ford, Limited. "That was our five millionth car. There are about forty-five hundred people working here. That's about 3,998 hourly and about 468 salaried." Management and office employees are salaried.*
>
> You're responsible to make sure the car is built and built correctly. I rely on my quality control manager. Any defects, anything's wrong, we make sure it's repaired before it leaves the plant. Production manager takes care of the men on the line, makes sure they're doing their job, have the proper tools and space and time to do it in. But the quality control manager is really our policeman. Quality control doesn't look at every item on the car. Some by surveillance. You take a sample of five an hour. Some, we look in every car. They make sure we're doing what we say we're doing.
>
> Okay, we've got to build forty-seven an hour Vega, down in Lordstown, had a hundred an hour. They got trapped with too much automation. If you're going to automate, you always leave yourself a loophole. I haven't seen their picture. I want to show it to all my managers. Okay, we build 760 big Fords a day.
>
> These things go out the door to the customer. The customer, he comes back to the dealer. The dealer comes back to us and the warranty on the policy. That's the money the Ford company puts out to the dealer to fix any defects. We listen better. If the customer comes in and says, "I have a water leak," the dealer'll write up an 1863 and the company pays for that repair. Everybody's real interested in keeping this down. We've been very fortunate. It's been progressively getting better and better and better. In December, we beat $1.91. It's unheard of for a two-shift plan to beat $1.91 in the warranty.

QUESTIONS FOR DISCUSSION

1. If he had not earned a degree in engineering, do you think that Tom would have "come up through the ranks" to his present job? Give a reason for your answer.

2. It has been said that "work should be performed with commitment, concern, and with pride in product." Do you think that Tom Brand believes this? Why? And, what does he stand to gain by keeping warranty costs down?

In the box below, Tom describes a typical working day and his method of keeping in contact with those who work under his supervision.

> I'm usually here at seven o'clock. The first thing in the morning we have a night letter--it's from the production manager of the night shift. He tells us everything's fine or we had a breakdown. If it was a major problem, a fire, I'd be called at home. It's a log of events. If there's any problem, I get the fellas, "What can we do about this? Is it fixed?" It's eight o'clock in Detroit. I might get an early call.
>
> Then I go out on the floor, tour the plant. We've got a million and a half square feet under the roof. I'll change my tour--so they can't tell every day I'm going to be in the same place at the same time. The worst thing I could do is set a pattern, where they'll know where I'll be.
>
> I'm always stopping to talk to foremen or hourly fellas. Or, somebody'll stop me, "I got a suggestion." I may see a water leak, I say to the foreman, "Did you call maintenance?" Not do it myself, let him go do it. By the time I get back in the office, I have three or four calls, "Can you help me on this?" This is how you keep in contact.
>
> Usually about nine thirty I've looked at our audit cars. We take eight cars, drive 'em, rewater 'em, test 'em, put 'em on a hoist, check all the torque, take a visual check. We look over the complete car for eight of 'em. Then there's forty more each day that we go and convoy and take an expanded audit look.
>
> We usually have a manpower meeting, we'll go over our requirements for next week. In our cost meeting every Thursday afternoon, we have both shifts together. The operating committee meets usually every other day: my assistant plant manager, an operations manager, he has two production managers; a controller; an engineering manager, a quality control manager; and a materials manager. That's the eight key figures in the plant.

QUESTIONS FOR DISCUSSION

1. Tom tours the plant each day, but he doesn't want to set a pattern. Why does he feel that this is the "worst thing" that he could do?

2. From the information given in the fourth paragraph, what are audit cars? What purposes do they serve?

3. How does Tom keep abreast of total plant operations? In addition to the tours, how does he find out about what should be going on in each department in the plant?

On this page, Tom Brand reveals how his plant provides for the safety and well-being of the hourly workers.

> We have a doctor. We like him here at ten o'clock in the morning. so he overlaps into the night shift. There are four nurses and one standby. If there's an accident, they're the first one to go down. Is it carelessness? Is it our fault? Was there oil on the floor? Did they slip? Make sure everybody wears safety glasses. We provide them lenses free--and safety shoes at a real good discount. If I went to buy these, they'd probably run around $30. Here they're only $11.50. And we bought 257 earmuffs in the body shop where we do a lot of welding and in various areas where we have compressed air. Or big blowoff stations. The federal government says you must provide ear protection for anybody in a high noise level area. We baffled all those. Some of the fellas said, "I'm not gonna wear 'em." We said, "Either you wear "em or you're not gonna work here." We've never had a hard of hearing comp case in all the years I've been with Ford.
>
> We have a big project now on the spot-weld guns and manifolding of all our guns. The company's paid a lot of money. Earplugs and earmuffs. A fella wears 'em and if it's ninety degree temperature, okay, they get warm. I can appreciate that. I wouldn't like to wear 'em all day myself. So what we've done on the big blowers is put in insulation that thick. You can stand right next to it. We're well within the noise level requirement. In the summertime, we have big 440 fans. They really move the air. It's much cooler in the plant than it is on a ninety degree day outside.
>
> We had an accident about two years ago, a fellow on the trim line. He slipped and he hit his head and he was laying on the conveyer. They shut the line down. It didn't start up again until the ambulance took him to the hospital. There isn't any car worth a human arm or leg. We can always make a car. But if anybody's hurt, an act of God--a human eye--my brother's got only one eye. That's why I'm a bug on safety glasses.

QUESTIONS FOR DISCUSSION

1. If an employee does not want to wear earmuffs in a high noise level area, why would Tom want to threaten that person with dismissal?

2. As Tom talks about the safety regulations in his plant, does he seem to show genuine concern for the health and comfort of the hourly employees; or is he really more concerned about preventing possible lawsuits for damages?

According to Tom, his plant is "a real good place to work." To find out why he feels this way, please read the information in the box below.

Three years ago, I had plenty of grievances. We had a lot of turnover, a lot of new employees. As many as 125 people would be replaced each week. Now with the economic situation, our last raises, and the seven days' holiday between Christmas and New Year's, this just changed the whole attitude. They found out it's a real good place to work. They're getting top dollar. Twelve paid vacation days a year, and they like the atmosphere. There was a lot of fellas would go in the construction industry about this time of the year. Less now.

I've had fellas come in to me and say, "I'm not satisfied. Can I talk to you about it?" I say, "Sure, come on in." You can't run a business sitting in the office 'cause you get divorced too much from the people. The people are the key to the whole thing. If you aren't in touch with the people they think, He's too far aloof, he's distant. It doesn't work. If I walk down the line, there'll be a guy fifty feet away from me. I'd wave, he'd wave back. Many of 'em I know by name. I don't know everyone by name, but I know their faces. If I'm in the area, I'll know who's strange. I'll kid with one of 'em. . . .

(Indicates identification tag on his shirt) These are a real asset because we have a lot of visits from Detroit. They come in and somebody says, "Go see George Schuessler; he's the chassis superintendent." He may kind of forget. So he'll look and see the name. We have a lot of new managers in the turnover. When they brought me in from Twin City, this was a real assist for me to have them walk in and say; "Good morning, Tom, how are you?" I've had a lot of 'em call me Mr. Brand--men I've known before in the other places. I said, "Look, has it changed since I moved from that office to this office?" So it's worked. All the salaried people have tags, not the girls.

QUESTIONS FOR DISCUSSION

1. It has also been said that "managers should be as concerned about workers' needs and feelings as they are about profits." Is this true of Tom Brand? Give a reason for your answer.

2. What does Tom mean when he says, "You can't run a business sitting in the office 'cause you get divorced too much from the people"?

Working for the Ford Motor Car Company seems to be a family affair for the Brands. To find out why, please continue with the article.

Not guys on the line?

We were thinkin' about it, but too many of 'em leave 'em home. It was a job gettin' 'em to bring their glasses every day and the key to their locker. Some are forgetful, some have a real good sense of responsibility. Others do a good job, but don't want the responsibility. We've asked some of 'em, "How would you like to be a foreman?" "Naw, I don't want any part of being a foreman. I want to be one of the boys.

We've got about forty-five percent black in the plant. I would say about twenty-five percent of the salaried are black. We've got some wonderful ones, some real good ones. A lot of 'em were very militant about three years ago--the first anniversary of Martin Luther King's--about the year I got here. Since that time we haven't had any problem. Those that may be militant are very quiet about it. They were very outspoken before. I think it's more calmed down. Even the younger kids, black and white, are getting away from real long hair. They're getting into the shaped and tailored look. I think they're accepting work better, more so than in years previous, where everything was no good. Every manufacturer was a pollutant, whether it be water, the air, or anything, "The Establishment's doing it." I don't hear that any more.

"My dad worked for Ford when they started in 1908. He got to be superintendent in the stock department. They called 'em star badges in those days. One day jokingly I took his badge with the star on it and left him mine. I almost got shot. (Laughs) My brother worked for Ford. My son works at the Twin City plant. He's the mail boy. In the last two summers he's been working in the maintenance department, cleaning the paint ovens and all the sludge out of the pits. He said, 'You got the best job in Chicago and I got the worst job in Twin City.' (Laughs) He was hourly then, dirty work. Mail boy, well, that's salaried. He's going to school nights. He's learning a lot."

QUESTIONS FOR DISCUSSION

1. Why do some people refuse promotions to positions of authority?

2. Inasmuch as 45% of the employees in Tom's plant are black, should he make an effort to have an equal percentage of black salaried workers? Why, or why not?

3. Do you think that Tom's son will have more of an opportunity to "rise through the ranks" than someone who has no relatives working for the Ford Motor Car Company? Give a reason for your answer.

As you read the information below, you will find out where Tom is on the administrative ladder of the Ford Motor Car Company and why he is so proud of being plant manager of the Assembly Division.

> On Tuesdays at two thirty is the 1973 launch meeting, new models. It's March and the merry-go-round conveyers are already in. It's a new type of fixture. This is where we build all the front ends of the car. Between Christmas and New Year's we put in the foundation under the floor. Usually every other year there's a model change. Next year everything goes. Sixty-eight hundred parts change.
>
> *"My boss is the regional manager in Detroit. He has seven assembly plants. Over him is the assistant general manager. Over him is our vice president and general manager. Assembly is one division. There's the Glass Division, Transportation Division, Metal-stamping Division. . . .*
>
> Assembly's the biggest division. We're the cash register ringers. The company is predicated on the profit coming off this line. Knock on wood, our plant maintenance people do a remarkable job. When we get 'em off the line, they go to the dealer and to the customer. And that's where the profit is.
>
> When I'm away I'm able to leave my work behind. Not all the time. (Indicates the page boy on his belt) Some nights I forget and I suddenly discover at home I've got the darn thing on my belt. (Laughs) We just took a fourteen-day Carribean cruise. They sent me a telegram: "Our warranty for December, $1.91. Enjoy yourselves." That's better than some single-shift plants in quality.
>
> I don't think I'll retire at fifty. I'm not the type to sit around. Maybe if my health is good I'll go to fifty-seven, fifty-nine. I enjoy this work very much. You're with people. I like people. Guys who really do the job can spot a phony. When I walk out there and say good morning, you watch the fellas. There's a world of difference if they really know you mean it.

QUESTIONS FOR DISCUSSION

1. If Tom is promoted, what new position will he probably hold?

2. When a plant manager goes home or on vacation, why should he "leave his work behind"?

3. When planning to retire, what are some things a person should consider?

Tom describes a part of his job as "human engineering." As you read the information on this page, try to determine what he means by this term.

> Doing my job is part salesmanship. I guess you can term it human engineering. My boss, so many years past, used to be a real bull of the woods. Tough guy. I don't believe in that. I never was raised that way. I never met a guy you couldn't talk to. I never met a man who didn't put his pants on the same way I do it in the morning. I met an awful lot of 'em that think they do. It doesn't work. The old days of hit 'em with a baseball bat to get their attention--they're gone.
>
> If I could get everybody at the plant to look at everything through my eyeballs, we'd have a lot of the problems licked. If we have one standard to go by, it's easy to swing it around because then you've got everybody thinking the same way. This is the biggest problem of people--communication.
>
> It's a tough situation because everybody doesn't feel the same every day. Some mornings somebody wakes up with a hangover, stayed up late, watched a late, late movie, missed the ride, and they're mad when they get to work. It's just human nature. If we could get everybody to feel great . . .

QUESTIONS FOR DISCUSSION

1. In the first paragraph, Tom says: "The old days of hit 'em with a baseball bat to get their attention--they're gone." What does he mean by this?

2. If everybody at the plant should look at everything through Tom's "eyeballs," would this be in the best interest of the Ford Motor Car Company? Give a reason for your answer.

3. Tom feels that the "biggest problem of people" is communication. Do you agree with this? Why, or why not?

4. If you were a plant manager and if one of your employees should come in late and "angry at the world," how would you handle the situation?

SUMMARY QUESTIONS

1. Would you like to work for a person like Tom? Why, or why not?

2. Would you want a person like Tom working for you? Give a reason for your answer.

3. Would you describe the qualities of being a good plant manager as being the same or different than those of a good football coach? Why?

4. As head of one of Ford's largest divisions, Tom is probably able to support what kind of a life style?

5. If you were interested in becoming a plant manager, what would you do during the next five to ten years?

6. Could a woman do Tom's job as well as any man? Why, or why not?

GLOSSARY

ALOOF	Distant
ASSET	Something of value
ASSIST	Help or aid
AUDIT	An examination, correction, or adjustment
CASUAL	Informal
CHASSIS	Framework of an automobile
COMP	Complaint (as used in this article)
COMPRESSED	Pressed into a small space, condensed
CONTROLLER	One who controls; chief accountant
CONVEYERS	Something that transports
CONVOY	To escort for protection
DIVORCE	A separation

GLOSSARY

(Continued)

EBULLIENT	Filled with excitement
ESTABLISHMENT	Group which controls society
FIXTURE	Something which is attached
HOURLY	Paid by the hour (as the terms applies to wages)
LOG	A written record of performance
LAUNCH	To initiate; to set into motion
MAINTENANCE	That which keeps something in repair
MANIFOLD	To make several copies
MANPOWER	The men available for a particular job or task
MILITANT	Aggressive; fighting for some cause
OUTSPOKEN	Frank; direct
OVERLAP	To extend over
PAGE BOY	A mechanical device which "beeps" when one's attention is needed
PLAQUE	A small ornament; an engraved metal plate
POLLUTANT	Someone or something which makes a thing unclean or impure
PREDICATE	To establish or base on certain facts
PRESCRIPTION LENSES	Glasses prescribed by an optometrist
PROFIT	Gain
SALARIED	Workers who receive a fixed income (such as an annual or monthly salary) and who are paid at regular intervals
SHIFT	A working period; a change of workers
SLUDGE	Slimy soil; ooze
STOCK	Supply; total of merchandise on hand
SURVEILLANCE	Close observation of something or someone
TORQUE	To check the tightness of nuts and bolts on an automobile
WARRANTY	Guarantee

A CORPORATION PRESIDENT TALKS ABOUT HIS WORK

Have you ever thought about owning your own business? If so, how and when would you get started? And, do you think that you could be a success prior to your twenty-first birthday? As you read the article, which begins on this page, you may have reason to think about the answers to these two questions; and you may want to compare what you are doing now with what the interviewee was doing at your age.

Overview:

Ken Brown is president of four corporations. During an interview, he talks about how he got started, how he was able to make his businesses grow, and why he enjoys his work.

KEN BROWN

He is twenty-six. He is the president of four corporations: American Motorcycle Mechanics School, Evel Knievel's Electrocycle Service Centers, Triple-A Motorcycle Leasing, and AMS Productions.

The First: The largest motorcycle mechanics' school in the country. "I started out before they had any. It's a 350-hour course, twelve weeks, six hours a day. It's three hours on the night shift, twenty-four weeks. Now we're having home study courses. We're doing new courses on the Wankel rotary engine. They're gonna go big in the next five years. Most of your cars are gonna have 'em. They don't pollute.

QUESTIONS FOR DISCUSSION

1. Why do you think Ken Brown decided to go into the motorcycle design, leasing, and servicing business?

3. Why would a person want to own and operate four businesses? Why not just one? What would you do?

As you read the information below, you will find out what Ken does with much of the money he makes and why he decided to have more than one company.

The second: A franchise--"service centers and accessory sales. The machine I designed for Sun Electric tests motorcycles and electronically spots the problem. I'm partners with Evel Knievel. We're going nationwide. We expect to have them in every city. I've got fifteen salesmen around the country selling franchises. You walk in, get your motorcycle tuned up, and buy accessories. We sell 'em the initial package, we set 'em up, we have our own design for the buildings and everything. It's going to be like McDonald's or Kentucky Fried Chicken."

The third: Another franchise--"You can lease a motorcycle just like you can an automobile for a season, a month, a day. We're going nationwide here also."

The fourth: It's for shows where Knievel performs: "We have three salesmen selling program ads and booth space. This year we're doing ten shows. At show time, you need about fifty people."

"In the next few years there's gonna be a lot of big things going on. It's just going to skyrocket. In the last year I had plenty of ups and downs. When you're down you've gotta keep climbin' six times as hard."

I'm enjoying what I'm doing. I'll make a good chunk of money in one thing, stick it back in the other thing, and just watch it grow. I'd get more out of it than hoarding it away somewhere. I'd say I'm better off than most twenty-six-year-old guys. (Laughs)

Any one of these companies would probably be twice as big if I put all of my time into it. But it wouldn't be a challenge any more. There are some new ideas I'm working on that are really something. I don't even know whether I should say anything. . . .

QUESTIONS FOR DISCUSSION

1. When leasing a motorcycle to a customer, Ken Brown assumes or undertakes what kinds or risks?

2. In the fourth paragraph Ken says: "In the last year, I had plenty of ups and downs. When you're down you've gotta keep climbin' six times as hard." Do you believe this is generally true for a businessman? Why, or why not?

3. In the last paragraph, are there clues as to why Ken is such a successful businessman? If so, what are they?

On this page, Ken talks about some of the experiences which probably contributed to his current status as a successful business executive.

> I started working pretty young. When I was six I had my first paper route. At nine I worked in a bicycle repair shop. At the same time I was delivering chop suey for a Chinese restaurant. I worked as a stock boy in a grocery store for a year. This had no interest to me whatsoever. This was all after school and weekends. I always liked the feeling of being independent. I never asked my parents for financial help. Anything I wanted to buy, I always had the money. I didn't have them watching over me. They wouldn't have cared had they known.
>
> I was lucky in school. Subjects everybody had trouble with--mathematics, algebra--they just came natural to me. I never did any studying, I was more interested in my work than in school. I liked drafting and machine shop. History and English bored me.
>
> *I won a scholarship to Francis Parker. My mother wanted me to go there. They said, "Nobody will ever know you're on scholarship." I don't think anybody there didn't know I was there that way. I never got invited to any of the parties. They just put up with you because you were there. Got in a lot of fights. Ended up paying for a window. After two years I quit and went to Lane Tech where I really wanted to go.*

QUESTIONS FOR DISCUSSION

1. When Ken was six, he had a paper route. At the age of nine, he had two part-time jobs. How does this compare with what you were doing at these ages?

2. The early business experiences may have helped Ken in what ways?

3. If suitable work can be found either in or outside of the home, should young children earn their "spending money," or should their parents just give them an allowance? Give a reason for your answer.

4. As a future businessman and while in high school, Ken probably benefited by taking what subjects?

In the space below, Ken talks about his first full-time job and why he decided to go into business for himself.

I had my first full-time job as a tractor mechanic for International Harvester. They had an opening for an industrial designer. I studied that at IIT. I was to start at eighty-five hundred dollars a year, plus they were gonna pay for my education. I was supposed to start Monday at eight. They called me about six thirty in the morning and said they've got a guy with a college degree and ten years' experience. I said, "You need tractor mechanics, I'll take that job." . . . They gave me a test which was rediculous. Instead of making eighty-five hundred as an industrial designer, I was making ten five to start as a tractor mechanic. (Laughs)

I worked there for about a year. I was getting maybe a couple of hours' sleep. I was putting in about a twenty-hour day. I was just rundown completely. I was in the hospital for three months. Had a relapse, was back in for another month. This is when I did a lot of thinking. I decided to go into business for myself. I rented a place for forty-five dollars a month and I opened up a repair shop for motorcycles, lawn mowers, and bicycles. That was nine years ago. I was about seventeen.

This drive I had--maybe it went back to Francis Parker. Seeing those kids drive up in chauffeur-driven cars--what I thought were the finer things. I wanted to make something of myself. I felt if I worked hard while I was young, I could take it easier later on. If I'd come from a wealthy family, I probably never would have had this drive. The other kids were laying around at the beach . . . Here I was already in business. I felt I really accomplished something.

QUESTIONS FOR DISCUSSION

1. Please refer to the first paragraph above. If you were all set to begin work at a firm and if you were given short notice that someone else had been hired for the job, what would you do and why?

2. Why do you think Ken put in such long hours at International Harvester?

3. Based on what you have read so far, do you think that Ken's drive began during his stay at Francis Parker, or did he have it before attending that school?

If you should start making large sums of money, how would this affect your life style? And, how would this affect your relationship with old friends? In the space below, read what happened to Ken.

> My interest in motorcycles was for the money originally. I saw this was going to be a big field. Later, business becomes a game. Money is the kind of way you keep score. How else you gonna see yourself go up? If you're successful in business, it means you're making money. It gets to the point where you've done all the things you want to do. There's nothing else you want to buy any more. You get your thrill out of seeing the business grow. Just building it bigger and bigger. . . .
>
> When I started making money, I just went crazy. I bought a limousine and had a chauffeur. I bought two Cadillacs and a Corvette. Bought a condominium in Skokie. I just bought a home out in Evanston. I'm building a ranch out in Arizona. Once you get something, it's not as important as it was. You need something else to keep going. I could never retire. It gets inside you. If you don't progress every day, you feel you've wasted it. That's a day you'll never get back.
>
> You get enemies in the business, especially if you're successful. Ones that have grown up and started with you. You want to be liked and you want to help people. I've found out you can't. It's not appreciated. They never thank you. If you're successful in business, you're around phonies all the time. There's always some guy slappin' you on the back, tryin' to get you to buy something from him or lend him money.
>
> You remember old friends and good times. This relationship is gone. The fun you used to have. They're envious of what you have. They wonder why they didn't do it. When I opened the repair shop in Old Town, I was paying my partner $250 a week. I gave him a car and helped him with his tuition in college. Someone offered him double what I paid. I said, "If you go, there's no comin' back." So he left. We grew up together, went to grammar school. I lived with him. There's no loyalty when it comes to money.

QUESTIONS FOR DISCUSSION

1. Would you go into business for yourself solely for the money you may earn, or must there be other rewards or satisfactions?

2. If you were a successful young businessman, how could you (in a nice and polite way) handle the "phonies"?

3. Should Ken try to maintain a good relationship with old friends? Why, or why not?

On this page, Ken talks about his relationship with employees, when he gets his ideas, and what it takes to "go out" on your own.

> I'm younger than most of the guys who work for me, but I feel older. It's like a big family. I have the feeling they're not here for the money. They want to help me out. They respect me. They feel that what I'm doing is, in the end, gonna work out for them. I don't like an employee that comes in and it's a cut and dried deal: "I want so much a week," and walks out at five o'clock.
>
> I usually get out of here at one o'clock in the morning. I go home and eat dinner at two. I do my best thinking at night. I can't fall asleep until seven in the morning. I turn the TV on. I don't even pay attention to it. They got the all-night movies. You actually feel like an idiot. I just sit there in the living room, making notes, trying to put down things for the next day to remember. I plan ahead for a month. Maybe I'll lay down in bed about four in the morning. If something comes in my head, I'll get up and start writing it. If I get three, four hour's sleep, I'm okay.
>
> That's when I come up with my ideas. That's when I put this Electrocycle idea together. I sold Sun Electric on the idea of building them for me. Then I sold Evel Knievel on the idea of putting his name on it. He's on nationwide TV.
>
> Knievel is a good example of doing something for fame and money. He takes all the beatings and breaks himself like he does because he feels it's that important to be famous and make money. When you really enjoy something, it doesn't seem like work. Everybody in the world could do something if they wanted to. I guess there's some people that don't want to do anything. If they could, they wouldn't be fighting with each other.
>
> The world is full of people who don't have the guts... to go out on their own. People want to be in business for themselves, but they don't want to take the chance. That's what separates me from the majority of people. If I've got an idea, I'll go ahead and put everything on the line.

QUESTIONS FOR DISCUSSION

1. Ken is one of many businessmen who keeps a note pad and pen at his bedside. If you were a corporation executive, would you do this? Why or why not?

3. If you should want to go into business for yourself, what kinds of "chances" would you have to take?

The Chicago Daily News ran a full-page feature story on Ken. To find out how this affected the young people who read it, please continue with the article below.

A lot of young people are getting into business now. The shops and bars and places where young people go. Who knows better than a young person what's gonna attract young people? Companies are beginning to realize this.

The hardest problem I had was getting mechanics. If I hired an older guy, a good mechanic, I couldn't tell him what to do. He might have been doing it for twenty years, and he didn't want to hear from a kid like me. But if I took a young kid who knew nothing but had ambition, I could make a better man for me out of him. This is what the bigger companies are finding out.

What motivates a lot of young people who work here is they see somebody like me who made it. They think,...What's...wrong with me? When the article came out about me in the paper,...I had so many calls from young people, "This is great! I'm gonna get...going." I had a call from a sixteen-year-old kid. He felt he really wanted to do things. I was amazed at the number of young people who read it.

A guy I went to grammar school with--hadn't seen him since sixth grade--was out in the hall here. His brother has cancer. He was telling me how happy they both were to read something like this. It gave 'em a boost. They had known somebody that had made a success.

This hippie deal and flower child, I don't believe in giving anybody anything. I think everybody should work. The world problem that bothers me more than anything is the attitude of younger people. The opportunities they have, and no desire. I hate to see anybody that feels the world owes them a living. All this welfare. The largest percentage of them don't want to do anything.

QUESTIONS FOR DISCUSSION

1. Other than motorcycle leasing, servicing, and design, a young person may consider owning and operating what kinds of businesses?

2. The second paragraph above "pinpoints" a problem for older workers. If Ken did not want to replace them with younger employees, what could he do?

3. Ken is one of many Americans who believe that everyone, who is physically and mentally able, should work. How do you feel about this?

According to the information in the space below, Ken thinks that, in business, youth is a handicap.

I'm down at the office Saturdays too. Sundays, about half of the time. The other half of the time maybe my wife and I will go horseback riding or visit a friend's house. Even when you're visiting with them, you can't get away from your work. They ask about it. It's a kind of a good feeling. There's not too many Sundays like that. I've been traveling more than ever with these franchises.

When I first started to get successful, people in the business tried to hurt me. One of my biggest kicks is getting beyond them. There's nothing they can do. I'm in a position where there's no competition. If somebody tries to do something to me, bum rap me, why..., I can just open my franchise right next door to 'em.

When I was younger--I was applying for a Yamaha franchise or a Honda--these dealer reps would come in and ask for Ken Brown. I'd say "I'm Ken Brown." They'd say, "I want to talk to your father." I fought to get in Old Town. The chamber of commerce didn't want me there. They still had this black leather jacket image. They felt all these Hell's Angels would be coming down and wrecking. We opened up and had three hundred thousand people there on a weekend. You didn't even have to advertise. I had the place full. They saw money being made there. A young punk comes in and rents an alley for $125 a month and I made about $125,000 over the summer out of that alley--leasing bikes. That really killed 'em.

When you're young and in business, it's not an asset. The first time I walked into a bank they didn't want to deal with me. I used to be nervous. I'd look at the guy across the desk with a tie and suit and everything. You could see what he was thinking. You oughta see that guy now when I come in. (Laughs) When I go into banks now, I feel I'm better than them. And they know it.

QUESTIONS FOR DISCUSSION

1. Ken never seems to "put his work behind him." Is this to his advantage? Why, or why not?

2. In the second paragraph, Ken says: "If somebody tries to do something to me, bum rap me, why..., I can just open my franchise right next door to 'em." What is he talking about, and what does he accomplish by taking this action?

3. How can young people change the image that many older businessmen and women have of them?

As the interview is concluded, Ken talks about the "price" that he has paid for success.

> You've been noticing my Mickey Mouse watch? (Laughs) I like something like this because nobody would expect me to be wearing this. No matter what I've done, it's always been they never expected it. When I rented the Amphitheatre for the first show, they turned me down. I rented the Colosseum and had a success. The next year they were happy to deal with me.
>
> It bothers them that somebody new should come in and be so successful. It wasn't easy. When other people were going out and just having fun and riding motorcycles and getting drunk and partying, I was working. I gave up a lot. I gave up my whole youth, really. That's something you never get back.
>
> People say to me, "Gee! You work so...hard, how can you ever enjoy it?" I'm enjoying it every day. I don't have to get away for a weekend to enjoy it. Eventually I'll move out to Arizona and make that my headquarters. I'm young enough. I'll only be thirty-one in five years. I can still do these things--horseback riding, looking after animals. I like animals. But I'll never retire. I'll take it a little bit easier. I'll have to. I had an ulcer since I was eighteen.
>
> (Indicates bottle of tablets on the table. It reads: "Mylanta. A palliative combination of aluminum, magnesium, hydroxide to relieve gastric hyperacidity and heartburn.") I chew up a lot of Mylantas. It's for your stomach, to coat it. Like Maalox. I probably go through twenty tablets a day.
>
> I guess people get different thrills out of business in different ways. There's a lot of satisfaction in showing up people who thought you'd never amount to anything. If I died tomorrow, I'd really feel I enjoyed myself. How would I like to be remembered? I don't know if I really care about being remembered. I just want to be known while I'm here. That's enough. I didn't like history, anyway.

QUESTIONS FOR DISCUSSION

1. In the second paragraph, Ken said: "I gave up my whole youth, really." Would you be willing to trade your "youth" for early success? Why, or why not? Could you have as much fun at 31 as you can at 18?

2. Ken's work does not seem to exhaust him. Why do you think this is so?

SUMMARY QUESTIONS

1. Do you know of anyone who has a drive like Ken's? If so, what has this person accomplished?

2. Would you work for Ken? Why, or why not?

3. While attending school, Ken said that he didn't like English and history. In his business, can he do without skills in these area? Why, or why not?

4. How do your feelings about work compare with Ken's?

GLOSSARY

ACCESSORY	Something added
ACCOMPLISH	To succeed in doing something; to complete
AMBITION	A strong desire to succeed at something
CHALLENGE	Something which is not easily accomplished; or that which requires full use of one's abilities
COMPETITION	Competing or "vying" with another for profit, prize, or position
CONCLUDE	To end
CONDOMINIUM	Apartments which are or can be individually owned
CORPORATION	A form of business
CURRENT	Of the here and now
EMPLOYEE	One who works for another
EXECUTIVE	One who has a management or administrative function in a buisness organization
EVEL KNIEVEL	The celebrated motorcycle stunt man
FINANCIAL	Pertaining to money matters
FRANCHISE	Dealership; authorization to sell a certain kind of merchandise
FRANCIS PARKER	An upper-middle-class private elementary and high school

GLOSSARY

(Continued)

GRAMMAR SCHOOL	Elementary school
HANDICAP	A hindrance; disadvantage
HOARD	A hidden or stored supply or fund
INITIAL	First; something which occurs first
INTERVIEWEE	The person being interviewed
LANE TECH	A public high school attended predominantly by lower-middle-class boys
LEASE	To rent something as evidenced by a written contract or agreement
LIFE STYLE	One's style of living--work, leisure activities, friends, and so on
LIMOUSINE	A large and luxurious car
MAINTAIN	To keep or retain; to continue or carry on
MAJORITY	More than half of something
MOTIVATE	To stir or stimulate to action
NATIONWIDE	Throughout the entire nation
POLLUTE	To render unclean or impure
PROGRESS	To advance; improve; to grow
RELAPSE	To return to a previous condition
REPS	Representatives
RETIRE	To cease or withdraw from active service or work
SCHOLARSHIP	Financial aid to a student (grant of)
SKYROCKET	To grow or rise rapidly and suddenly
SOLELY	Lone; singly
STATUS	Position; social or financial standing
STOCK BOY	One who keeps a record of all merchandise which comes in and which goes out
TUITION	Fee for instruction
ULCER	An eroded sore
WELFARE	Public financial aid; financial relief

APPENDIX A

INTRODUCTION

The activities in this appendix are designed to provide a means by which students may examine personal beliefs, attitudes, values, and goals. Each section may be given to students as a packet or broken down into individual activities.

While working with this appendix, keep in mind that there are no right or wrong answers. The sole purpose of the activities is to provide students with an opportunity to evaluate themselves in a nonthreatening atmosphere.

TABLE OF CONTENTS

SECTION I--Values

Teacher Guide A-1
Values and You A-2
Value Scale A-3
Optional Activities A-5
Transparency Original A-6

SECTION II--Self Awareness

Teacher Guide A-7
Personality Trait Inventory A-8
Me A-9
Transactional Analysis A-10

SECTION III--Decision Making

Teacher Guide A-11
Decision-Making Format A-12
Decision-Making A-13
Connie's Story A-14
Conflict Resolution A-16
Optional Activities A-17

SECTION IV--Career Awareness And Work Values

Teacher Guide A-18
Work Values A-19
What Would I Like To Do? A-20
Job Choice A-21
My Career Choice A-22

SECTION I

VALUES

A value is a belief. It is part of our internal logic system that determines the concept that we have of ourselves and others. A value is nonjudgmental in itself in that it is primary to the information system that we learn through socialization and personal experiences.

Just as each person's behavior differs from that of others, so do our values. Although some values, such as honesty and good health, are universal, other values may change due to individual growth or changes in society.

The activities in this unit are exploratory in nature and are designed to help students develop personal awareness.

During class, have students read the handout, "Values and You," and then guide a discussion on the implications of valuing. It should be brought out that it is easy to understand our behavior and goals after we have identified and analyzed our value structures. Maintain a nonjudgmental atmosphere in the classroom. Tell students that there are no right or wrong answers to the questions listed on the activity sheets.

Optional activities for discussion or class projects are listed on page A-5 of this section.

STUDENT HANDOUT

VALUES AND YOU

The activities in this section are designed to help you examine the traits and values which make up your personality. It is important for you to remember that there are no right or wrong answers to the questions and other exercises listed on pages A-3 and A-4 and that honest answers will allow you to realistically see your whole potential.

Part of being an individual is that you are different; and because you are different, you will respond to the activities in ways that are uniquely your own. Some of your answers will be similar to those of your friends; but if the career choices, family backgrounds, and personal experiences of all of you are not the same, many of your answers will differ.

Definition of a Value:

A value is a belief. For example, the decision to use returnable or non-returnable bottles is based upon the values we place on ecology.

We are not born with values, but it isn't long afterwards that we begin to develop values. We develop values about education, recreation, work, and so on, from our parents, friends, brothers, sisters, teachers, politicians, and many others. We also learn about values from our own experiences. Some values change as we grow older. Many young children feel that their family and friends are most important to them; during later years, they may value independence more highly.

During class discussions and as you complete the exercises in this section you should find that your values determine what you think of yourselves and others and that they play an important role in the decisions you must make every day.

STUDENT HANDOUT

VALUE SALE

If you were given $200 and were asked to buy those things that are most important to you, which of the following items would you buy? Fill in the amount of money that you would spend on each item. Write a "0" on the line opposite an item which is not important to you. You may fill in as many blanks as you desire, but you must spend your full $200.

To be a president ____________
To be a professional sports player ____________
To have a beautiful home ____________
To have faith ____________
To be the wealthiest person in the world ____________
To be attractive ____________
To have a good body build ____________
To care for others ____________
To be happy with yourself ____________
To have a perfect romance ____________
To help others ____________
To have a close family relationship ____________
To have close friends ____________
To have the profession of your choice ____________
To be your own person ____________
Other:____________ ____________

An item may represent different values to different people. On the lines below, list the items you have purchased and match them with a value you think they represent. For example: president--power; romance--love: Remember, there are no right or wrong answers.

1.____________ -- ____________
2.____________ -- ____________
3.____________ -- ____________
4.____________ -- ____________
5.____________ -- ____________

6. ______________________________ -- ______________________________
7. ______________________________ -- ______________________________
8. ______________________________ -- ______________________________
9. ______________________________ -- ______________________________
10. ______________________________ -- ______________________________

QUESTIONS

1. Are there any items that you did not want to buy? Why not?

2. How hard are you willing to work for the items you selected? How would you go about getting them?

OPTIONAL ACTIVITIES

1. CLASS DISCUSSIONS

a. Have students discuss how values have changed in our society. For example--athletics, women's roles, job discrimination, age, sex, male-female work roles, etc.

b. Have students watch TV, read papers and magazines, and bring to class, for discussion, any articles that they find which are discriminatory.

c. Have students list and discuss the values which are important to the job they are studying.

d. Choose descriptive pictures out of books or magazines and ask the class what values they represent.

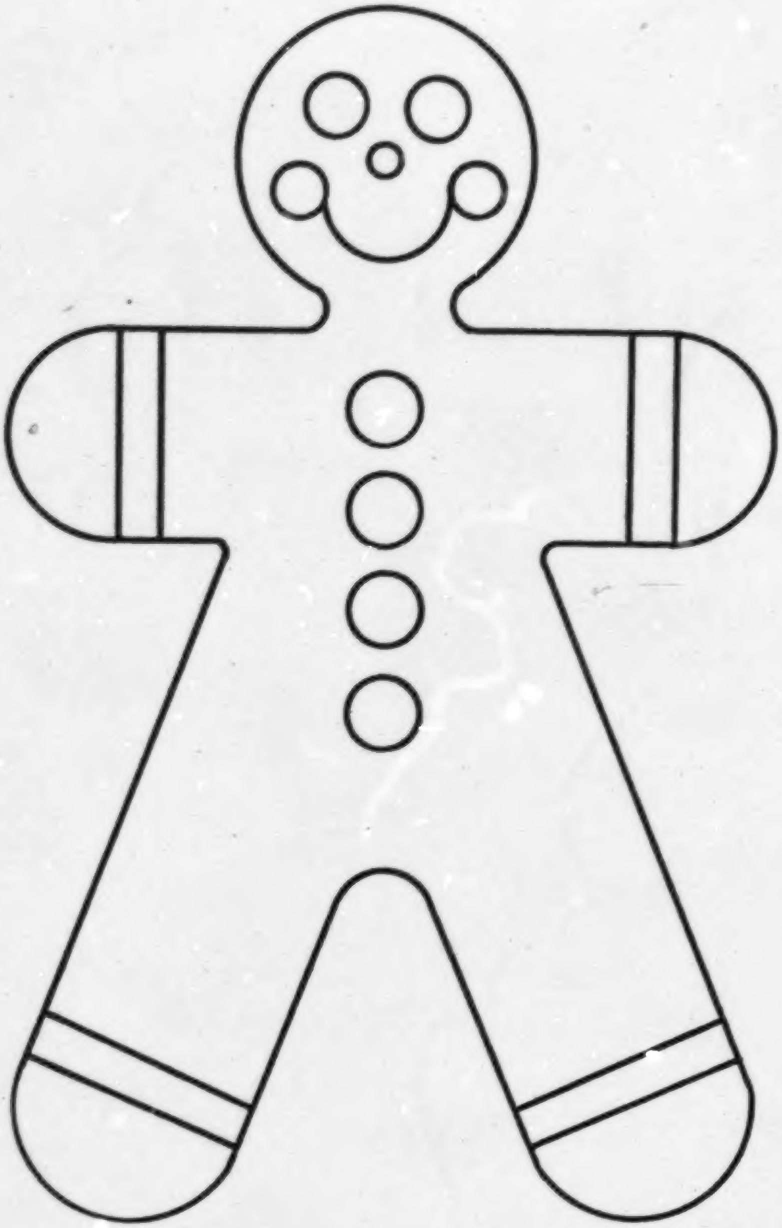
e. Have students discuss how they each have values and how these values affect what they say and do. This may extend to ideas which they may have about critical issues such as war, crime, advanced age, etc.

2. CLASS PROJECTS

a. Have each student write, on a slip of paper, the name of an animal which they think best represents the values which they hold, and then list the values. If students approve of this activity, have members of the class use separate slips of paper to match each of their classmates with an animal. Caution students that they are not to discuss their impressions with each other, and they are not to be vindictive. Tell them, also, that the comments which they write will not be discussed in class and will be distributed to each of them in a sealed envelope.

After students write their impressions of each other, sort, and distribute the comments to students in sealed envelopes.

b. My Values--Guide a class discussion as to the values students think an individual should have. As they are given, list the values on the chalkboard so that group consensus can be established. Make and project a transparency of Figure 1 (shown on the next page) and ask students where they would place the first value on this picture. Use a grease pencil to write the value on the designated place. Ask where they would place the second value and write this value on the figure. Continue the process until all values have been placed.



SECTION II

SELF AWARENESS

The activities in this section are designed to help students become more aware of the characteristics that make up their personalities.

In the first activity, page A-8, students are asked to check the traits that they see in themselves. After students have completed the Personality Trait Inventory, encourage them to review the items they have checked and to use these traits to describe their personalities.

In the second activity, page A-9, students are asked to answer questions about the types of persons they are and the types of persons they would like to be.

The third and last activity of this section is a transactional analysis exercise. This exercise is designed to focus on the life positions established by Thomas Harris in his book, I'm Okay, You're Okay. The purpose is to acquaint students with the four life positions defined by Dr. Harris and to help them analyze certain situations in their own lives according to the life positions. Ideally, people should function in the I'm Okay, You're Okay position, but many situations do not promote this atmosphere. This exercise will allow students to become aware of what positions they are working from in their own lives. These positions are not absolute. Individuals can change their life positions when they are aware of themselves.

PERSONALITY TRAIT INVENTORY

Many traits make up your personality. It is the combination of these traits that gives you your own unique personality. The following list of traits are characteristics we all have to varying degrees. Check those traits that you see in yourself. There are no right or wrong answers.

Likes to make people laugh _____

Likes to invent things _____

Likes to make up things _____

Likes to disagree _____

Likes to work with others _____

Likes to start new things _____

Is willing to wait for other people _____

Cares about others _____

Enjoys music _____

Is willing to listen to other people's ideas _____

Likes to work by yourself _____

Likes to do as many things as possible _____

Likes to meet people _____

Likes to participate in sports _____

Likes to compete with others _____

Likes to study _____

Tries to understand other people's feelings _____

Enjoys being with different types of people _____

Likes to make good grades _____

Look over the traits you have checked and try to summarize your personality in two or three brief sentences.

M E

We are all different -- yet we have similarities.

Have you ever taken time to think about yourself? Have you ever asked yourself what kind of person you are and what kind of person you would like to be? Take time now to think about yourself by answering the questions below:

1. Is it important for you to be like everyone else? Why?
2. Is it important for you to be different than your friends? Why?
3. What kind of person do you want to be?
4. Is the kind of person you want to be the kind of person you are? Why?
5. What would you have to do to be the kind of person you want to be? Is this a realistic goal for you?
6. What are the things you like most about yourself?
7. What are the things that bother you most about yourself?
8. In what ways do you think the answers to questions 6 and 7 will affect you in your job choice?
9. In what ways do you think the answers to questions 6 and 7 will affect your personal life?
10. To you, what does satisfaction mean?
11. To you, what does success mean?
12. How do you think the answers to questions 11 and 12 will affect your career choice?

Student

TRANSACTIONAL ANALYSIS

The following list of *life positions** has been created to help you understand the roles people play. Each position stands for the way we see others in relation to ourselves.

Life Position

1. I'm Okay - You're Okay
2. I'm Okay - You're Not Okay
3. I'm Not Okay - You're Okay
4. I'm Not Okay - You're Not Okay

Show how you see your relationships with the others listed below by writing the life position number that best describes your feeling about each relationship.

Example: __1__ 0. How you get along with your best friend
_____ 1. How you get along with your parents
_____ 2. How you get along with your teacher
_____ 3. How you get along with your classmates
_____ 4. How you get along with your counselor
_____ 5. How you get along with your family
_____ 6. How you get along with your neighbors
_____ 7. How you think the teacher feels about you
_____ 8. How you think your family feels about you
_____ 9. How you feel about the police
_____10. How you feel about school in general

---

* Positions were taken from the book I'm Okay, You're Okay, by Dr. Thomas Harris.

SECTION III

DECISION-MAKING

There are many different criteria for decision-making, yet the processes remain the same throughout. This unit will aid the student in gaining a better understanding of the decision-making process. The decisions students make daily will likely be better if students replace a haphazard decision-making process with a more rational process. Point out to students that there is a distinct difference between making a decision and delaying a decision and that each of these possibilities have certain outcomes and consequences. Emphasize to students that

...they can learn to make better decisions.

...they can change their decision (it's okay)

...they may postpone some decisions.

...the best decision for one situation may not be the best for a similar situation.

...everything they do, every minute they are awake involves a decision of some kind.

...decisions are based on values, goals, background, experiences, influence of others, etc.

Several activities are provided in this section to help students become familiar with the decision-making process.

DECISION-MAKING FORMAT

Think of a problem you must solve or a decision you must make in the near future. The following are steps to help you become more aware of the decision-making process. Follow these steps in solving your problem.

1. Name the problem to which you need to find a solution.

2. List as many alternatives as you can think of to solve the problem.

3. State your decision by selecting from the alternatives listed above.

4. Give the reason for your choice.

5. State all the consequences (both positive and negative) that you can think of for your decision choice.

6. Evaluate your decision choice.

7. If you could change your decision choice what would it be? Why?

DECISION-MAKING

1. What do you think is the most important decision you have made in your life? Why do you think that it was the most important decision?

2. Were you happy with your decision? Why?

4 . What are the three (3) most important decisions you think you will make in your lifetime? Why?

4. Do you think that it is important to think about your future decisions now? Why?

CONNIE'S STORY

I finished my eye make-up and looked at myself in the mirror. "Not bad," I thought. I always try to take care to dress in style and to be attractive, but not to be too fancy. My make-up is just right for my features because my older sister, who is a beautician, showed me how to do it best for me. So many of my friends use too much or none at all or don't use it to accent their features to be as pretty as they could be. Not that I'm a raving beauty, but I'm not ugly either. I think being healthy makes alot of difference in the way you look. Sometimes I think my eyes are too close together or that I might be too fat or too skinny or not shaped right. Sally, my sister, said she thought that when she was thirteen too, and she says everyone does, even adults. Still I wonder sometimes if I'm not the only one in the world that feels this way. I guess I like myself most of the time.

My friend Melinda is a grouch most of the time. There really isn't anything wrong with her except the way she sees herself. If she would just be OK with herself she would be OK with others I guess. It's not like she has a chip on her shoulder,its more like she thinks everyone else does. It would be easier to be friends with her, anyway, if she weren't so uptight.

It's almost time to leave for Hillside Park for the dance, and I don't want to be late as Jane and Karen are waiting for me. They are my best friends and we really enjoy just hanging around together. Sometimes parents don't understand that we aren't getting into trouble just because we don't have something special to do, though.

This is what happened one of those times. Mom and Dad were both sitting in the living-room when I came to say good-by. First mom jumped me with her question, "Where do you think you're going? Who are you going with?" Practically before I could answer, Dad piped in saying "Why do you have all that junk on your eyes? Your pants are too tight!" Before I knew it we were in another big fight, until finally mom said I could go.

- - - - - - - - -

"I just don't think Connie should go out so often."

"Well, Bill, she does behave nicely most of the time and she takes care of her work around the house. I'm ashamed that I asked her those things in a suspicious and angry way. I think I should know where she is going and who she's going with, but I don't need to ask in that way. I'm just worried. But there are a lot of things that could happen to a girl."

"To a boy, also. When I was young, my father was always afraid that I would get hurt so he hollered at me when I wanted to go out. I guess I just passed that on to Connie."

"Maybe we could try a little harder to not react so quickly to her."

"I still wish she would ask us instead of telling us what she was going to do. If we could say that to her without a hot battle, we could have a lot more smiles around here."

CONNIE'S STORY CON'T

"We don't try. Lets promise ourselves not to get angry and really try to talk with Connie so all of us know where we stand."

- - - - - - - -

I went to the park to meet Karen and Jane. They asked me why I was always late, and I told them the same old story. Jane said that she had a hassle at her house also, but Karen never seemed to have problems with her parents.

She said, "Yeah, well I do have hassles sometimes, but we get along pretty well. One thing I found that seems to help that I didn't know before when we always fought, was that now I ask in advance, if I know soon enough, so they don't have to decide right that instant. I do my work around the house and we sit and talk about things. Mom and Dad ask some dumb questions sometimes, like about boys and dope and things, but I try to be honest with them. I think they trust me. Do your parents trust you Connie?"

"I don't think so but they should. I never get in trouble, so why shouldn't they?"

"Mine don't trust me," Jane said, "And I haven't been a problem for them either!"

Karen smiled and said," I don't think I can promise you it will work, but you could try just being straight with your parents, and even if it sounds wierd to say it, I tell them I love them, and I mean it. I try to act grown-up so they treat me like that. You should at least try being different with them--more often anyway."

I don't know whether Karen was for real or not, but it would be a lot easier than hasseling. Mom and Dad will think I'm trying to trick them I bet, but maybe I'll try.

We talked about the band and then went to the pavilion to dance. It would be great if things could change.

DISCUSSION TOPICS

1. Do you have feelings about the way you look just as Connie does? How do you settle them?
2. How can you help a person be more comfortable with himself?
3. If you sometimes have problems in dealing with your parents, do you think it is because no one really tries to be honest with each other? Explain.
4. What does Connie's father mean when he says he "passed that on to Connie"?
5. Do you think that you try to be understanding?
6. Do you think you go out enough? How much is enough? How much is too much? Explain.
7. What does freedom mean to you?
8. What responsibility do you have to others? to yourself?
9. Do you feel that you have too much responsibility or not enough? Why?
10. Are clothes, make-up, and cars, important to you? Why?

CONFLICT RESOLUTION

Conflict occurs when we have to make a choice between two or more different things. The difficulty of the choice affects how easy it is to resolve the conflict.

Examples of conflict:

1. Do I want ice cream or pie for dessert?
2. Do I want to go out with my friends or with my family?
3. Do I want to accept a late date or study for a test?

We all encounter conflicts in our lives but many of us are not aware of what is causing the problem. Let's analyze some of the conflicts that we face from day to day. Conflict is always easier to resolve when we identify the problem and the alternatives available.

Student Activity

Place a check to identify problems you often encounter:

1. What kinds of conflicts do you have:

   _____ school

   _____ family

   _____ friends

   _____ religion

   _____ boyfriend, girlfriend

   _____ social activities

   _____ work

   _____ money

2. Do you feel that you are resolving these conflicts in ways that make you feel good? Yes_____ No_____ If not, why not?

3. Have you identified the real problem? What seems to be causing the majority of your conflicts?

OPTIONAL ACTIVITIES

1. Discuss with students the large number of decisions each of us make in one day. Have students keep a record of decisions made for one day, no matter how large or how small the decisions are. The following day, each student may tell how many decisions he or she made and tell what some of the decisions were.

2. Have students read a paper, book, magazine, interview, etc., concerning a critical or controversial issue that is relevant and important to them. Have them use the "decision-making format" described in this section to work through the decision-making process.

3. Have the students read a biography or autobiography of their choice. Ask them to make a list of three (3) or more decisions that the person described in the book made in his lifetime. Have students tell what the person saw as his most important decision. Note: Important decisions to one may not be important decisions for someone else.

4. Discuss decision-making in terms of values. Values influence decisions. For example, "Should I buy a fancy status car or an economy car?" Economy vs. status in a value, and your values in this area will influence your decision concerning which car to buy.

TEACHER GUIDE

SECTION IV

CAREER AWARENESS AND WORK VALUES

Students should be made aware that values play a great part in attitudes about job success and job satisfaction. Ideally, one might have a high degree of both job success and job satisfaction; however, this is not always the case. The continuum below reflects the various job satisfaction-success situations possible:

High job satisfaction and high success
High job satisfaction and low success

Low job satisfaction and high success
Low job satisfaction and low success

Point out to students in discussion that an unpleasant type job may be quite well-paying and that some people may be happy doing this type work even though it does not fit social definitions of success. For other people, working conditions and the type work they do are more important than monetary rewards.

The activities in this section are designed to help students begin to think about their work values and to begin asking themselves in what types of careers they will be happy.

Student

WORK VALUES

Select five work values especially important to you and list them in their order of importance. Tell why each work value is important to you.

Work Values

Salary
Praise
Job Satisfaction
Job Success
Location
Fringe Benefits
Distance from Home
Work Hours
Flexibility on the Job
Promotion Opportunities
Status
Power
Diversity of the Job
Challenge
Adventure

Work Values Especially Important to me:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

Do the values you have selected match the values of the job you might be interested in? Which ones do? Which ones don't? Will this make a difference in your career selection? Why?

WHAT WOULD I LIKE TO DO?

1. If you had to make a career choice at this time, what would your first three (3) choices of a career be? Why?

2. What things would you have to do to enter these careers? (Include discussion of education, training, etc.).

3. What characteristics do you feel you have that will help you to be successful in these careers? Why?

4. What characteristics do you think will hinder your success in these careers? Why?

5. Do you think that you can develop the skills and knowledge needed for these career choices? Why?

JOB CHOICE

Match the following list of occupations with job characteristics. You may put as many numbers per item as you feel fits the occupation.

electrician ____________________

doctor ____________________

farmer ____________________

accountant ____________________

scientist ____________________

banker ____________________

laborer ____________________

teacher ____________________

nurse ____________________

secretary ____________________

policeman ____________________

plumber ____________________

receptionist ____________________

brick-layer ____________________

sculptor ____________________

musician ____________________

clerk ____________________

1. helps others
2. makes a lot of money
3. dresses nicely
4. works with people
5. works with their hands
6. does physical labor
7. works alone
8. supervises people
9. works with figures
10. does research
11. works to better mankind
12. sets own working hours
13. is creative
14. has a head for facts
15. has to be able to write well
16. uses logic and decision making
17. demonstrates leadership ability

Do any of the occupations listed above interest you?

Which ones?

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Student

MY CAREER CHOICE

1. My three (3) career choices for a career at the beginning of the year were:

(1)________________________________

(2)________________________________

(3)________________________________

2. My three (3) career choices now are:

(1)________________________________

(2)________________________________

(3)________________________________

3. My choices now are the same as or different from before because:

4. The things that helped me most in the career education course this year were:

5. The things I liked most about career education were:

APPENDIX B

GUIDELINES FOR CONDUCTING FIELD TRIPS

GUIDELINES FOR CONDUCTING FIELD TRIPS

The field trip can be exciting and a valuable learning experience for students. By actually seeing and talking with people at their jobs, students begin to get a realistic view of occupations, including the work performed in those occupations. A well-planned and well-organized field trip will bring to life for students the knowledge that they have acquired through in-school career education activities. The following guidelines were prepared to make it easier for you to plan and conduct a field trip and to plan your post-field trip activities. A Field Trip Checklist is provided on page B-3.

PLANNING GUIDELINES

Initial Planning

1. Obtain tentative permission from your school principal for the trip.

2. Decide with students the purpose of the proposed field trip. Discuss with students the reason for taking the trip. *Be sure to let students know that the trip is only tentative until permission has been secured from people from the site to be visited, from the principal, and from parents.*

3. Select with students the site to be visited. *Decide also upon alternative sites in case permission is not granted by people at the first-choice site.*

4. Contact the site to be visited to secure permission to visit. *Explain the purpose of the trip, the number and average age of the students who will visit, and the type of information students wish to receive--including the types of things you would like students to see. Caution: Students are not likely to comprehend too much information or adequately internalize their experiences if you try to cover too much in one trip.*

5. Obtain final, written permission from your school principal for the trip. *A sample permission form is shown on page B-5.*

6. Obtain written permission from parents to take students on the field trip. *A sample permission form is shown on page B-6.*

7. Notify teachers of students' other classes and, if necessary, have students obtain permission slips from teachers whose classes they will miss.

8. Arrange adequate transportation for the people going on the trip. If district insurance allows, students may be carried in private cars; however, a school bus generally offers a more practical method of transportation since all students will be in one group and the adult leaders will not be required to drive.

9. Encourage parents to come along as adult leaders. *The adult leaders should be told the purpose of the trip and should be given--in writing--a schedule of events and a list of their duties during the trip.*

Student Orientation

10. Discuss again with students the purpose of the trip and--

    - *Explain how transportation, meals, and time schedules will be organized.*
    - *Explain safety precautions and the behavior expected of students during the trip.*
    - *Answer any questions the students have concerning the trip.*

11. Encourage students to tell what they expect to see or learn on the trip. *Make a list on the chalkboard of the things they name; save this list and review it after the trip is complete.*

12. Provide students with references that describe the organization or the type of organization, business, or industry to be visited. *Discuss the information in these references, including the type of work students are likely to see performed while on the field trip.*

Conducting the Trip

13. Make sure that all students can see and hear during the trip. *It is your responsibility to ensure that all students get as much as possible from the field trip experience.*

14. Ask leading questions of the on-site persons who are being observed (where possible) if the students do not ask questions. *Students may be shy about asking questions of adult strangers. Thus, you may break the ice by asking questions. Be sure students have opportunity to ask questions or talk about what they see during the trip.*

Post-Field Trip Activities

15. As soon as possible after the trip, discuss with students what they learned on the trip. *Some sample discussion questions are shown on page B-4. Refer to students' pre-trip expectations. (See item 11 above.)*

16. Evaluate the trip. *How did the trip benefit the students? To what extent did it accomplish our objectives? You should keep a log of field trips (including name and telephone number of your contact person at the site) for information in planning future trips. The log should contain a brief evaluation of the trip and suggestions for changes in procedures--if deemed desirable--on the next trip.*

17. Send letters to your contact person at the site visited and to the adult leaders thanking them for their help. *The letters might be prepared and signed by the students.*

FIELD TRIP CHECKLIST

This check list is designed to help you remember to take all the necessary steps in planning, conducting, and following-up your field trip.

BEFORE THE TRIP *Check when complete*

1. Obtain tentative permission from principal ________
2. Discuss with students the purpose of the trip ________
3. Select site to be visited ________
4. Obtain permission from site to be visited ________
5. Obtain written permission from principal ________
6. Obtain written permission from parents ________
7. Notify other teachers of students (if necessary) ________
8. Arrange transportation ________
9. Arrange for additional adult leaders ________
10. Discuss again with students the trip's purpose ________
11. Discuss with students all arrangements ________
12. Discuss with students safety precautions and behaviors expected while on trip ________
13. Encourage students to tell what they expect to see or learn while on the trip ________

AFTER THE TRIP

13. Discuss the trip thoroughly ________
14. Evaluate the trip and enter in a "field trip log" ________
15. Write and mail thank-you letters ________

SUGGESTED DISCUSSION QUESTIONS
for
POST-FIELD TRIP DISCUSSION

1. What different types of occupations did we observe on the trip? (List on chalkboard.)

2. (Ask the following questions concerning each occupation.)

   .What are the principal duties of the people in this occupation?

   .Are most of the duties of the person in this occupation people oriented, product oriented, or idea oriented?

   .What are the working conditions like for people in this occupation? (e.g., crowded, safe, noisy, pleasant, etc.)

3. What did we learn from this trip that we didn't know before?

4. Did any of the occupations especially interest any one of you? If so, in which occupation were you especially interested? Why did it especially interest you?

5. What are the advantages of each occupation we saw? The disadvantages?

6. Was the trip worthwhile? Why?

7. How can a field trip such as this one be improved?

SAMPLE SCHOOL PERMISSION FORM

______________________ Junior High School

______________________ (Teacher/Supervisor) Sponsoring Trip

______________ (Date)

______________________ (Group)

______________ (Number)

______________________ (Destination)

(Purpose) ______________________________________

____

____

______________ (Date of Trip)

______________ (Leave Time)

______________ (Return Time)

______________________ (Means of Transportation)

______________________ (Insurance Coverage)

No ☐
Yes ☐
Type: ______________

____

______________________ (Approval)

______________ (Date)

332

SAMPLE PARENT PERMISSION SLIP

________________________ Junior High School

Dear Parent:

A field trip is planned to ______________________________

by______________________ on ________ from ________ to ________
(Class/group) *(Date)* *(Departure time)* *(Return time)*
for the purpose of ______________________________

____

____.

Means of transportation: ______________________

Type of Insurance Coverage ______________________

If your son/daughter has your permission to participate in this trip, please complete the slip below and return it to me by ______________.

____
(Teacher/Supervisor) Sponsoring Trip

____
(Date)

- -

____
(Date)

______________________________ has my permission to visit

____
(Place of trip)

on ______________________ from ____________ to ____________.
(Date of trip) (leave) (return)

____
(Parent's Signature)

SAMPLE PARENT PERMISSION SLIP

____________________ Junior High School

Dear Parent:

A field trip is planned to ______________________________

by____________________ *(Class/group)* on ________ *(Date)* from________ *(Departure time)* to ________ *(Return time)* for the purpose of______________________________

____

____.

Means of transportation:________________________

Type of Insurance Coverage________________________

If your son/daughter has your permission to participate in this trip, please complete the slip below and return it to me by________________.

__________________________ __________________
(Teacher/Supervisor) Sponsoring Trip (Date)

- -

____
(Date)

__________________________ has my permission to visit

____
(Place of trip)

on____________________ (Date of trip) from__________ (leave) to__________ (return).

____
(Parent's Signature)

APPENDIX C

GUIDELINES FOR CONDUCTING INTERVIEWS

INTERVIEW GUIDELINES

An excellent way to provide students with accurate information about various occupations is to have the class interview employed workers. The following procedures are suggested for arranging and conducting class interviews:

PROCEDURES

1. Pre-planning

    a. Invite a guest interviewee to the school after receiving approval of his or her employer. Tell the interviewee not to prepare a speech.

    b. Discuss with students the occupation of the person to be interviewed. Prior to the day of the interview, students should suggest questions to be asked of the interviewee, with the teacher or a student writing the questions on the chalkboard. Have each student copy the list on note paper, adding others that occur to them. Students should have their lists of questions before them at the time of the interview.

    c. Stimulate student interest by asking students to tell beforehand how they think the employees will respond to questions such as:

    --What activities do you perform in a normal day?

    --What do you like, dislike, about your job?

2. Activity

    a. Introduce (or ask a student to introduce) the guest, giving his or her title and organization. Write this information on the chalkboard.

    b. Ask interviewee to answer questions briefly and honestly, explaining that any question may be rejected merely by saying "Next question."

    c. Students conduct interview by asking the employee questions from the prepared list. The teacher does not participate in the questioning nor add to the answers except to paraphrase an ambiguous or inexplicit statement or make it loud enough for all to hear (always asking, "Did I correctly repeat what you said?"). The teacher must refrain from reaction, comment, or interpretation, even if the employee's answers conflict with every principle and practice the teacher has ever taught. For this reason, no single interview will completely accomplish the purpose of this activity.

d. When the class has no further questions, thank the interviewee.

FOLLOW-UP

1. Have the class send a letter of appreciation to the interviewee and a copy to his or her immediate superior.
2. Suggest to students that they keep a private log of "surprises" resulting from the interviews. Students should not comment on or criticize the interviewee.
3. At the end of the year, students should consult their notes on the interviews and their logs of "surprises," and evaluate the series of interviews. Point out that every individual job, including those the students have not learned about, have unexpected aspects, but together they give a true picture of business employment.

RELATED ACTIVITY

Set up an interview or series of interviews with the employer(s) of one or more of the interviewees so that students can compare the employer's vs. the employee's version of what the boss expects, what the employee's duties are, and how well the employee performs the duties.

SAMPLE INTERVIEW GUIDE

1. What schools did you attend?
2. Did you graduate? Drop out? When?
3. What was your first job?
    - How did you get it?
    - What did you like best about it? Least?
    - How long were you there?
    - Why did you leave?
4. What was your next job? (Same questions as above. Repeat for all subsequent jobs.)
5. Regarding the present job, ask:
    - What time did you go to work this morning?
    - What was the first thing you did?
    - How long did that take?
    - What did you do next? (Repeat through the entire day.)
    - Did you do anything yesterday that was different from what you did today?
    - How about the day before yesterday? Last week? Last month?
    - What else do you do on your job?
    - Of all these duties, which ones take most of your time?
6. What is the usual range of starting salary in jobs like yours? What kind of pay increases can be expected?
7. What kinds of benefits does your job offer in addition to salary?
8. What qualifications do you need to get the job?
    - Age?
    - Marital status?
    - Sex?
    - Weight?
    - Language skills?
    - Apptitudes?
    - Other physical characteristics?
    - Licenses?
    - Unions?
    - Tools?
9. What minimum training and preparation are required? What is the length of training? What is the cost of training? Is any part of training paid by employer? What are the approved schools?
10. What is the ratio of supply to demand for workers in your field? What is the outlook for future employment? For advancement? What other kinds of jobs can your job lead to?

11. What are the hours of work? Do you work overtime? Evenings? Sundays? On holidays? Does your job involve after-work requirements?

12. Is the work steady or seasonal? Are there any health or safety hazards? What are the prospects for marriage through job-related contacts?

13. How well do you get along with your superior?

14. How well do you get along with people who work under your direction?

15. What do you like or dislike about your job?

16. What kind of personal satisfaction do you get from your job?

17. How does your work contribute to the production or success of the organization?

18. Do you think there is anything we should have asked that we didn't? Is there anything you want to ask us?